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ABSTRACT

This guide is intended to assist the vocational teacher in designing and implementing a child care occupations vocational program. The guide is divided into four sections: organization and implementation, instructional emphasis areas, assessment, and appendix. The organization and implementation section describes goal-based planning, and includes a proposed program curriculum, a suggested curriculum schedule, allied support courses, information about individualized instruction, and current Oregon manpower data. The instructional emphasis areas section contains suggested course goals and learning activities and resources in growth and development, patterns of behavior, planning play activities, health and safety, and employment. Section three explains why assessment is needed and is followed by the appendix, which contains (1) job descriptions from the Dictionary of Occupational Titles, (2) instructional analysis of the skills and knowledge common to the key occupations, (3) rules and laws governing child care in Oregon, (4) bibliography, and (5) assessment instrument for child care services programs. (KC)

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SPECIAL VOCATIONAL PROGRAM GUIDE

CHILD CARE

April 1981

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State Superintendent of
Public Instruction

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FOREWORD

Leaders in business and industry expect high school graduates to be productive workers contributing to the economy and their chosen occupational fields. If high schools are going to meet the needs of students, education—especially for eleventh and twelfth grade students—needs to offer opportunities to develop skills for a broad range of occupations.

As taught in Oregon's high schools, occupational clusters are designed to prepare students for job entry. The Oregon Department of Education analyzed the basic elements of hundreds of jobs with similar characteristics, grouping these into occupational clusters according to entry-level requirements. From the resulting list, Department staff, in cooperation with the Department of Labor, Division of Employment and Statistics, selected clusters geared toward current job opportunities around the state.

The Department of Labor, Division of Employment and Statistics' analysis of Oregon Manpower Data for child care occupations (see page 11) indicates that the current number of paid employees engaged in the key occupations does not meet the requirements of 10,000 employed, with a five year replacement need of 2,000, needed to qualify these occupations as a cluster in Oregon. Therefore, Child Care Occupations is designated as a special vocational program.

To develop this program guide, key occupations were identified, activities and resources were selected. The guide suggests teaching ideas, and is aimed at high school students, as well as those wishing to enter community college, university or apprenticeship programs. For further information, please contact Pauline Goodwin, Home Economics Specialist at the Department, 378-2128, or toll free in Oregon 1-800-452-7813.

ACKNOWLEDGMENTS

During the summer of 1974, home economics teachers Connie Tarasawa (Beaverton High School) and Cherie Baker (Corvallis High School) developed the prepublication draft of the child care program curriculum. They selected an advisory committee to review the content and make recommendations.

Draft development was coordinated by Pauline Goodwin; Jean Spaulding, Coordinator, Early Childhood Education, provided valuable advice.

An updated and revised resource bibliography was developed in 1979 by Cherie Baker (Corvallis High School) and Donna Freeman (Sabin Occupational Skills Center—Milwaukie).

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PROCEDURES FOR USING THE GUIDE

This guide is intended to assist the vocational teacher in designing and implementing a child care occupations vocational program. It is divided into four sections: organization and implementation, instructional emphasis areas, assessment, and appendix.

The Organization and Implementation section talks about goal-based planning, and includes a proposed program curriculum, a suggested curriculum schedule, allied support courses, information about individualized instruction, and current Oregon Manpower Data.

The Instructional Emphasis Areas section contains suggested course goals and learning activities and resources (keyed by number to Appendix D) in: growth and development, patterns of behavior, planning play activities, health and safety, and employment.

Section three, Assessment, is followed by the appendix: (a) job descriptions from the *Dictionary of Occupational Titles*, (b) instructional analysis of the skills and knowledge common to the key occupations, (c) rules and laws governing child care in Oregon, (d) bibliography, and (e) assessment instrument for child care services programs.

ORGANIZATION AND IMPLEMENTATION

GOAL-BASED PLANNING FOR CHILD CARE PROGRAMS

Goals are guideposts—they give purpose and direction to planning activities. Goals provide a common language for discussing the merits of various activities as such activities are carried out.

In child care occupations, just as in any other program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the child care teacher be concerned? These are questions to be answered before effective planning of a child care curriculum can proceed.

Each teacher must realize that planning a child care curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts in the state.

Goal-setting provides districts a common reference for planning. In goal-based planning, teachers would consider four levels of goals: state goals, district goals, program goals and course goals.

State Goals answer the question: What does the Oregon Department of Education think students should get out of public schooling in Oregon?

District Goals answer the question: What do the local community and its schools think students ought to get out of local schooling, and how is that to relate to state goals?

Program Goals answer the question: What do local curriculum planners and child care teachers think students ought to get out of child care occupations, and how is that to relate to district goals?

Course Goals answer the question: What do the child care teachers think students ought to get out of "Child Care Services," and how is that to relate to program goals?

Where, then, does competence fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of goals, goals local districts write. Districts determine whether students receive diplomas by means of competence, credit and attendance, requirements local districts set.

Competence means being capable, fit. For students, it means they indicate competence by demonstrating their knowledge and skills. For districts, it means they must develop a list of indicators of competence (what many people have called "competencies"). Districts verify student competence through the local list of indicators of competence.*

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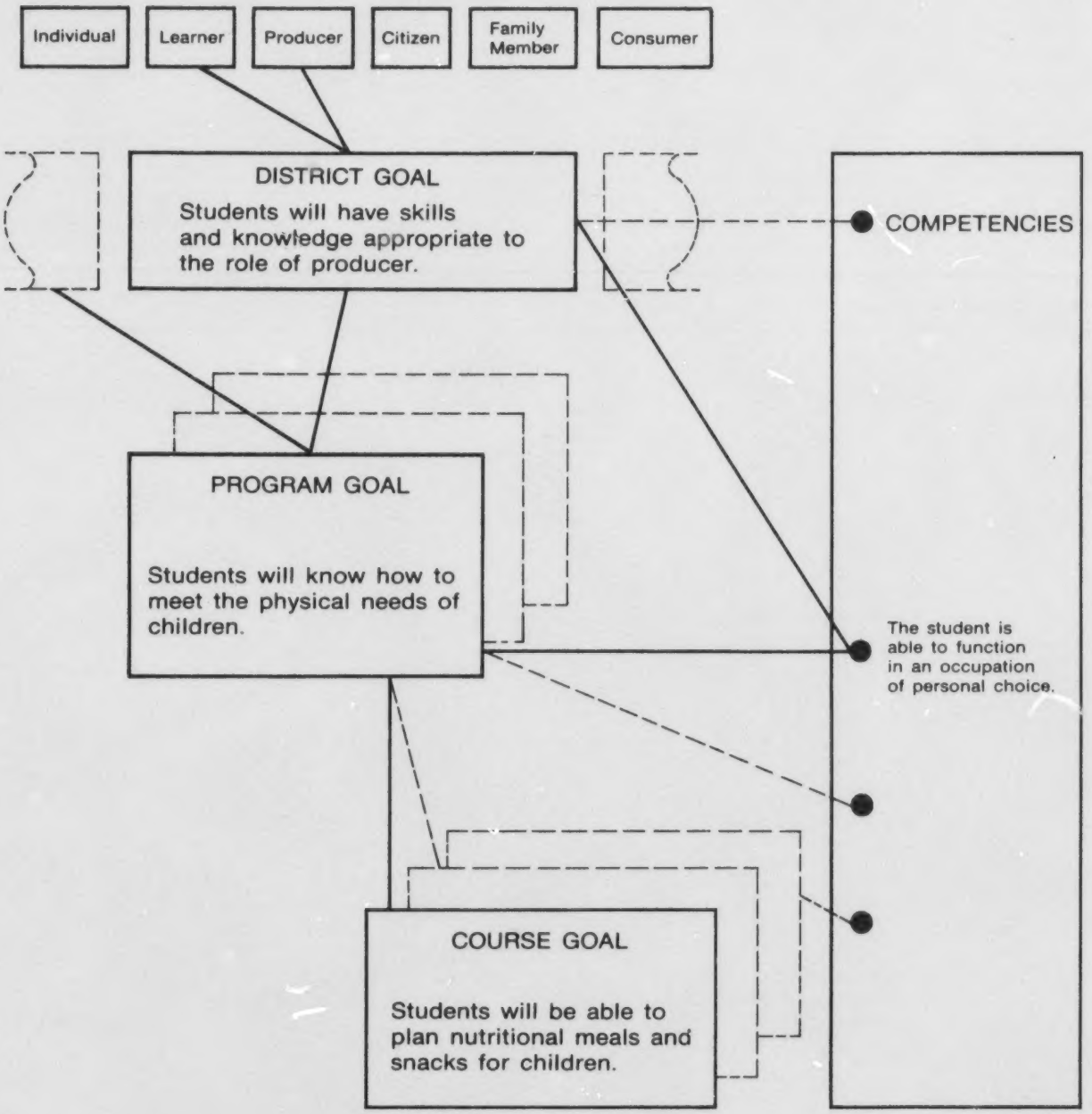
*See *Elementary-Secondary Guide for Oregon Schools 1980: Standards for Public Schools* (Salem: Oregon Department of Education, 1980) and *Standards Guidelines: Competence Requirements* (Salem: Oregon Department of Education, 1980).

Viewed, then, as two separate but related designs, goals and indicators of competence may look like this:


Individual
Learner
Producer
Citizen
Family Member
Consumer
DISTRICT GOAL
Students will have skills and knowledge appropriate to the role of producer.
COMPETENCIES
PROGRAM GOAL
Students will know how to meet the physical needs of children.
The student is able to function in an occupation of personal choice.
COURSE GOAL
Students will be able to plan nutritional meals and snacks for children.

Goals are intended to help teachers, program specialists and administrators plan programs. Goals promote a framework for planning that can be shared by all those doing similar planning. Goals help in planning for individual student goals and interests, to be done within the limits of available resources. It is important that child care specialists (teachers) be directly involved in developing district, program and course goals so that the child care program is coordinated with other program areas. Goals for child care occupations should not be used to limit what is planned; rather, they should be a starting point.

SECONDARY VOCATIONAL EDUCATION PROGRAMS

Secondary schools in Oregon may offer two types of vocational education programs: an occupti al cluster program or a special vocational program. Either program requires state approval if it uses federal vocational funds.

Occupational Cluster Programs*

An occupational cluster program offers an approved family or "cluster" of logically related occupations. The relationship is based on "task inventories" which list identical or similar tasks performed in each of the key occupations in the cluster. For example, the approved foodservice occupational cluster program provides instruction for five occupations: short order cook, restaurant cook, kitchen helper, waiter/waitress, host/hostess.

The occupations making up an occupational cluster must altogether employ 10,000 or more people in Oregon. There must also be a projected need for expansion and/or replacement of at least 2,000 employees in Oregon within the next five years.

When secondary schools cannot or do not want to offer an occupational cluster program, they may obtain state approval for a special vocational program.

Special Vocational Programs

A special vocational program does not meet the state requirements for approval as an occupational cluster program. It provides instruction for a single occupation or a few closely associated occupations to reflect local community needs or regional labor market needs.

The Child Care Special Vocational Program

The child care special vocational program is designed for students who have made at least a tentative career choice in some area of child care. The child care curriculum gives students an opportunity to gain skills and knowledge in several child care occupations (eg, day care worker, foster parent, nursery school attendant). This approach offers breadth in preparation which enables students to cope with changing

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*Approved occupational cluster programs as of January 1981: agriculture, accounting, clerical, construction, electricity/electronics, foodservice, forest products, graphics communications, health occupations, industrial mechanics, marketing, metals, service occupations, secretarial.

theories and practices in the child care field. It increases students' opportunities for initial employment and more rapid advancement. At the same time, it offers sufficiently in-depth instruction in each of the related occupations to prepare students to enter advanced training programs such as early childhood education or full-time employment in any one of the occupations.

The child care special vocational program is a one- or two-year program. It requires ten instructional hours per week or an approved alternative. Students should receive broad exposure to the occupations. All students should have opportunity and be encouraged to participate in a cooperative work experience prog am.

With careful planning, students in a child care special vocational program should be able to meet college preparation and graduation needs as well as prepare for work of more advanced vocational training. Vocational instructors and guidance personnel should assist students in planning their total high school program.

CHILD CARE OCCUPATIONS CURRICULUM

This guide is designed to show teachers what specific knowledge and skills qualify students for entry-level employment in child care occupations (see page 13). The teacher, with the help of an advisory committee, can organize a curriculum to instruct students according to individual needs.

A child care program should include:

Occupational exploratory experiences in grades seven through ten This is the time for students to develop career goals and plans. Courses in homemaking, communication skills and child development provide a foundation for the child care program in grades 11 and 12.

Occupational guidance Guidance helps students learn more about themselves, and helps them choose occupational fields which are challenging and fulfilling.

Occupational specialty course in grades 11 and 12 Courses should be offered two periods per day or ten hours per week. This is a minimal amount of time in which to study and acquire that experience called for by the course goals.

Allied supporting elective course in grades 10, 11, 12 Students should be offered supplemental courses to sharpen particular interests and talents, and to help them attain occupational goals. (See page 8 for a list of suggested allied support courses.)

Cooperative work experience programs These programs provide on-the-job training and can help improve career decision-making skills. Work experience should be a part of the required time blocks as electives.

A suggested child care program curriculum schedule is presented on the following page.

SUGGESTED CURRICULUM SCHEDULE

Period	Grades 7 and 8	Grade 9	Grade 10	Grade 11	Grade 12
I	Social Studies	Language Arts	Language Arts	Language Arts	Allied Supporting Electives (Psychology, Sociology)
II	Language Arts	Mathematics	Personal Finance	U S History	Allied Supporting Elective
III	Mathematics	Health or Physical Education	Health or Physical Education	Global Studies	Homemaking or Elective
IV	Health and Physical Education	Science	Homemaking or Elective	Allied Supporting Elective (Cooperative Work Experience)	Allied Supporting Elective (Cooperative Work Experience)
V	Science General Music	Career Development and Government	Allied Supporting Electives (Speech, Recordkeeping, Typing)	Child Care Course	Child Care Course
VI	Arts, Homemaking Industrial Arts	Homemaking or Elective		Child Care 1	Child Care 1 or 2

Required Courses (including graduation requirements)

Occupational Specialty Course

Curriculum Electives

Students may choose early release for cooperative work experience.

The Oregon Department of Education recognizes that each local school district will encounter unique scheduling problems when implementing an occupational program at the secondary level. The *State Plan for Vocational Education* sets guidelines for time blocks; local districts exercise flexibility within these limitations to adapt to specific needs.

OCCUPATIONAL SPECIALTY COURSES

Child Care Services I

A wide variety of experiences will include working with preschool, kindergarten, and elementary school children, as well as special needs students (ie, physically or mentally handicapped).

Course content includes various stages of growth, decisions regarding parenting and responsibilities involved in being a parent. Other topics include: prenatal, postnatal care of the mother and infant, nutrition, health, safety, and guidance techniques.

The student needs laboratory experience, either in a classroom child care facility or in an established community program, prior to entering into cooperative work experience. The student assists in planning the curriculum, setting it up, supervising, clean-up, observation, and evaluation. Included also are such content areas as the importance of the child developing a positive self-concept and motor perceptual skills, as well as parental involvement in the child care program and the ability to operate audiovisual equipment. Another aspect of the course is teaching exceptional children and developing curriculum to meet the individual needs of each child. A unit on child care occupations includes self-understanding, interpersonal relationships, applying for a job, employment opportunities in the child care field, and factors involved in securing and keeping a job. Licensing regulations governing various child care facilities are covered in this unit.

Child Care Services II

Second year program students have the opportunity to gain additional on-the-job experience with children in various private and public agencies: Montessori, day care, Head Start, kindergarten, elementary schools, and Latch Key programs. Working with emotionally disturbed, physically or mentally handicapped, gifted or slow learners, or other exceptional children enhances the student's knowledge and expertise.

SUGGESTED ALLIED SUPPORT COURSES

The following list of allied support courses is recommended for students enrolling in a child care curriculum.

High school child care programs provide many of the opportunities mentioned in the following course descriptions, although course titles may differ. Courses generally found in the high school curriculum (such as family living, psychology) can serve as support courses—electives. In most cases the existing program, with only slight content modification, will provide the experiences suggested in the following

course descriptions. Students need to consider all available courses and discuss various alternatives with parents, school counselors, and child care advisors. This added perspective can help students choose education programs more realistically.

Career Education

The major focus of career education is the role of producer. Learning experiences within the curriculum should be provided to develop attitudes, knowledge and skills which will help students become aware of the many careers through which they may fulfill the role of producer and which will enable them to perform successfully in the occupation of their choice. Career orientation courses provide information about the many areas of employment in the field of home economics. Career exploration provides opportunity to gain further knowledge about a specific area; ie, child care services. These courses provide a combination of classroom, laboratory and on-site exposure to occupational areas of student interest.

Homemaking

The most obvious support courses for the occupational child care services student are those offered in the home economics program. Child development, nutrition and foods, environmental living, family living, and parenting education are strongly recommended electives for increasing the student's understanding of basic information related to the needs of children.

Language Arts

Courses in language arts will provide supporting skills in reading, speaking, writing and listening. Specific courses that would improve one's ability to work with young children include speech, drama, children's literature and creative writing.

Social Studies

Other recommended courses include psychology, sociology and modern problems offered in social studies curriculum to help students better understand themselves and those around them.

Health and Science

Requirements in these areas are general background support courses which provide students personal knowledge and skills. Developing good health habits, safety education skills and understanding life processes provide sound foundations for students who select occupations related to working with young children.

INDIVIDUALIZED INSTRUCTION

By its very nature, the program requires the use of some method of individualized instruction. No matter what approach is used, it should be based on student performance that is measurable.

Individualization requires a reorientation of the instructor's role. The instructor becomes a counselor and a director to help guide the student through the structure established by the instructor. The instructor answers questions on an individual basis, occasionally lectures to the whole class, or holds small-group seminars and discussions. Maintaining a record of the student's progress is also important.

An inservice program will be needed to orient instructors to their new roles and to the proper ways of establishing and directing individualized instruction.

Any structure established for individualized instruction should:

Give credit for previously learned and demonstrated skills.

Allow students to pause for remedial assistance, and then resume their studies.

Inform each student of the specific behavioral outcomes for which that student will be responsible.

Allow the student to progress individually.

Monitor each student's progress.

OREGON MANPOWER DATA

The following figures represent an analysis of Oregon manpower data for child care occupations, around which curriculum was designed.

OES* Title	Employment			
	Past 1978	Current 1981	Future 1986	Annual Job Openings
Child Care Attendant Includes DOT Titles: 301.677-010 Child Monitor 309.677-014 Foster Parent 359.677-026 Playroom Attendant	270	300	320	24
Child Care Worker Includes DOT Titles: 355.674-010 Child Care Attendant, School 359.677-010 Attendant, Children's Institution 359.677-018 Nursery School Attendant	2,170	2,670	3,170	256
School Monitor DOT not available	330	340	340	9

*This data represents only wage and salary employed—excludes self-employed; ie, foster parents, baby-sitters, etc.

See Appendix A for job descriptions.

*Occupational Employment Statistics

INSTRUCTIONAL EMPHASIS AREAS

Listed below are the program goals around which chapters were organized:

Students will know the growth and development patterns of children.

Students will know how to promote socially acceptable behavior in children.

Students will be able to plan play activities for children.

Students will know how to meet the physical needs of children.

Students will know how to promote appropriate health and safety habits in children.

Students will be able to apply job-readiness skills.

These goals are designed to provide the student with learning opportunities to develop skills and knowledge in the key areas of child care occupations.

Child care is not synonymous with courses titled Child Development, Exploring Childhood or Child's World. Such programs are specialized and limited in scope. Child care occupations offer the student a broad range of knowledge and skill development opportunities in the six prominent occupations which make up the program.

In each of the emphasis areas which follow, suggested course goals and learning activities are presented to assist the instructor in the development of a well-rounded child care program.

GROWTH AND DEVELOPMENT

Students will:

know factors involved in parental responsibility.

be able to describe in writing the various stages of prenatal development.

know prenatal and postnatal care techniques for mother and child.

be able to explain in writing the process of giving birth.

know how to meet the physical needs of newborn infants.

know the characteristics of various stages of development in children.

know how to promote an environment that can aid a child's development.

know how to help children develop independence.

know how to select appropriate developmental activities for exceptional children.

COURSE GOAL

Students will know factors involved in parental responsibility.

ACTIVITIES

As a class, discuss and list factors involved in deciding to become a parent.

Invite a panel to class to discuss factors influencing readiness for parenthood. Possible participants might include: a newly-married couple, parents, a childless couple, a financial advisor, clergy, a public health nurse or family counselor.

As a class, view and discuss the following filmstrips:

"Parenthood: Myths and Realities" (260)
"Parenting: Fathers, Mothers, and Others" (261)

Ask students to attend family planning or genetic counseling sessions. Interview the counselors or session leaders and share findings as a class.

COURSE GOAL

Students will be able to describe in writing the various stages of prenatal development.

ACTIVITIES

Discuss male and female reproductive systems; explain how pregnancy occurs.

Have students construct a series of charts depicting the various stages of fetal development.

COURSE GOAL

Students will know prenatal and postnatal care techniques for mother and child.

ACTIVITIES

Ask students to list and define prenatal and postnatal care terminology.

As a class, discuss materials from the Red Cross course "Mother-Baby Care" concerning reproduction. Other resources might include: Oregon State Health Division films, *Life* (40) magazine article and pictures on the developing fetus, Pampers' materials on maternal health and baby care, U S Department of Health, Education and Welfare pamphlets.

Invite a guest speaker to class to discuss prenatal development and care (eg, gynecologist or obstetrician, registered nurse, Red Cross representative, school or public health nurse).

As a class, view and discuss the following filmstrip on prenatal care "More than Love" (259).

View the film "First Two Weeks of Life" (180) or the filmstrip "Prenatal Care: Preparing for Parenthood" (263).

Visit an obstetric ward.

COURSE GOAL

Students will be able to explain in writing the process of giving birth.

ACTIVITIES

Ask students to describe in writing stages of labor, and delivery procedures by natural and operative means.

Have students contact a local natural childbirth organization for materials on natural childbirth.

COURSE GOAL

Students will know how to meet the physical needs of newborn infants.

ACTIVITIES

As a class, list and define needs of newborn infants, and discuss how such needs can be met.

Ask students to plan diets which meet the nutritional needs of:

teenage girl
adult woman
pregnant woman
woman nursing an infant

Have students research and report on the LeLeche League.

Invite a panel of mothers to class to discuss the physical care and needs of newborn infants.

As a class, view and discuss the film "Baths and Babies" (150). Ask students to read the pamphlets *Feeding Little Folks* (51) and *Food Before Six* (56) on the care of newborn infants.

Ask students to read and discuss the following books on the environmental needs of newborn infants:

Brisbane and Riker, *The Developing Child* (21)
Spock, *Baby and Child Care* (113)
Baker and Fane, *Understanding and Guiding Young Children* (10)

COURSE GOAL

Students will know the characteristics of various stages of development in children.

ACTIVITIES

Have students research physical development of children utilizing a variety of resources. Then, have students list on the board gross and fine motor development characteristics of children at various stages of growth.

Ask students to independently observe children at various age levels (eg, infants, toddlers, preschoolers) and record their gross and fine motor movements. Compare observations in class.

Ask students to observe children at play, noting the types of social interaction displayed; report observations in class. As a class, compare the types of social interaction displayed by children at various ages.

Using a development profile, such as the Denver Developmental Screening Test by William K Falkenburg (49), discuss the correlations between areas of development. Note how rates of development differ for individual children and are not defined according to age level.

As a class, view the filmstrip set "The First 18 Months: From Infant to Toddler" (249).

View the film "Social Development" (215). Discuss the various stages of social development depicted.

Ask students to read Brisbane and Riker *The Developing Child* (21) for background on various types of social interaction.

As a class, discuss the importance of children attaining the social interaction skills of communication, sharing, cooperation, controlling aggression.

In small groups, ask students to discuss how to assist children in attaining social interaction skills, as well as how to determine if a child is ready to learn a skill.

Ask students to describe situations where a child would use each skill.

Invite a panel to class to discuss the importance of developing positive self-concepts and the ways adults can help children do so. Participants might include a child psychologist, a school counselor or psychologist, clergy, a specialist in the field of child development.

As a class, view the film "Guidance for the Seventies: Self-Esteem" (187). Discuss the effect of a child care worker's self-concept on the development of a child's self-concept.

Using a "round robin" technique, ask student volunteers to describe personal experiences which had strong emotional impact and what adaptive mechanisms they utilized to deal with each.

Ask students to describe possible adaptive mechanisms to help children deal with their emotions.

COURSE GOAL

Students will know how to promote an environment that can aid a child's development.

ACTIVITIES

Present students with descriptions of typical environments found in society, and have them list factors in each which are conducive to the growth and development of children.

Using the overhead projector, list components of intelligence and have students research and define the components. Discuss as a class.

After visiting several child care facilities, have students compare environments and speculate on how each could affect a child's intellectual development. As a class, discuss means by which facilities could be more stimulating and flexible in meeting the intellectual needs of children.

Discuss ways for creating an atmosphere that encourages exploration and discovery.

Have students view the filmstrip set "Preparing the Child for Learning" (264).

Ask parents to class to discuss developmental patterns they have observed in their children. List components on the board, as well as any additional information on developmental patterns from supplemental resources.

Invite a resource person to class to discuss predictable developmental sequences, general to specific.

Have students view the film "Pathways Through Nursery School" (209) or a videotape of a child care facility program. Discuss developmental needs of children and how they are met by the activities shown; discuss which activities met each developmental area.

Visit a child care facility and ask the teachers to discuss how activities can be balanced to foster growth and development.

As a class, discuss activities which can aid growth and development.

COURSE GOAL

Students will know how to help children develop independence.

ACTIVITIES

Have students read about the importance of developing independence in children:

Baker and Fane, *Understanding and Guiding Young Children* (10)
Brisbane and Riker, *The Developing Child* (21)
Ginott, *Between Parent and Child* (57)

Show the film "Pathways Through a Nursery School" (209). As a class, discuss how activities illustrated in the film foster the development of independence.

Ask student volunteers to describe situations in which their striving for independence was stifled or nurtured. How did they feel and how might these experiences aid them in helping children achieve independence?

As a class, brainstorm several methods for fostering independence in children.

COURSE GOAL

Students will know how to select appropriate developmental activities for exceptional children.

ACTIVITY

Invite personnel from a facility specializing in the education of exceptional children to class to discuss the types of activities they utilize to meet the needs of these children.

PATTERNS OF BEHAVIOR

Students will:

know how to apply objective techniques in guiding the behavior of children.

know how to set appropriate behavioral guidelines based on children's stages of development.

know how to help children maintain a sense of self-worth.

know how to foster the development of independence and self-discipline in children.

know how to apply appropriate guidance techniques with exceptional children.

COURSE GOAL

Students will know how to apply objective techniques in guiding the behavior of children.

ACTIVITIES

Present students with a hypothetical situation in which a child exhibits a behavioral problem. As a class, discuss various approaches to investigating possible causes. Approaches might include observation, parent conferences, group discussion, or interaction with the child. Using the overhead projector, list the possible causes of the problem behavior.

Simulate handling a behavioral problem. Ask students to discuss how they feel about the approach used, and any other approaches they might have attempted and why.

COURSE GOAL

Students will know how to set appropriate behavioral guidelines based on children's stages of development.

ACTIVITIES

As a class, discuss how labeling children might affect success or failure in handling problem behavior.

Show the filmstrip "Your Child and Discipline" (268). Discuss as a class.

Have students research and report in class on a variety of guidance techniques. References might include:

Dreikurs, *Children the Challenge* (44)
Patterson and Gullion, *Living With Children: New Methods for Parents and Teachers* (100)
Dobson, *Dare to Discipline* (39)
Stoner, *A Guide to Discipline* (116)

Ask child care personnel to class to discuss methods for guiding problem behavior. Which techniques seem to yield the best results?

Discuss adult-child interactions in the following situations:

Behavioral limits set by an adult. Why does the adult set the limits? How are they defined and maintained? How might the child respond?

An adult fails to define behavioral limits clearly. How might the child react?

After defining behavioral limits, an adult fails to take any action to maintain it. How might the child react?

As a class, discuss and list acceptable and unacceptable behavior patterns in children. How was this behavior treated when the students were children, and have approaches changed? What makes certain types of behavior "right" and other types "wrong"? How do we learn what is right and wrong? Does everyone have the same perspective? How might personal beliefs affect the handling of behavioral situations in an objective manner?

Compile slips of paper on which behavioral situations are written. In small groups, consider how children would act at different stages of development given a specific situation. How might a child's stage of development determine the method used for handling the situation? Discuss results as a class.

COURSE GOAL

Students will know how to help children maintain a sense of self-worth.

ACTIVITIES

Talk about various guidance techniques—positive suggestion, alternative suggestion, love and acceptance. How might the technique used depend upon the specific circumstance?

Discuss positive and negative suggestions. How might each have its specific results?

Simulate positive and negative suggestions in handling behavior. Which approach is preferred? Which proved the more successful?

List situations where making alternative suggestions may be the best approach. Discuss how providing choices assists children in developing decision-making skills and feelings of self-worth.

COURSE GOAL

Students will know how to foster the development of independence and self-discipline in children.

ACTIVITIES

As a class, discuss stressful situations which children may encounter. How might a child deal with each?

Discuss how atmospheres can be established which are conducive to expression as well as acceptance.

Plan activities which allow for personal expression.

Simulate methods for helping children handle stress situations.

Ask student volunteers to describe new experiences such as the first day at a new school. Discuss ways to make adjustments to new circumstances. How does this apply to young children?

As a class, discuss new or unfamiliar situations which children may encounter. How can children be helped to deal with these situations?

As a class, talk about fears children often experience. How can children be helped to learn the difference between real and imaginary fears? Ask student volunteers to describe helping a child overcome a real or imaginary fear.

COURSE GOAL

Students will know how to apply appropriate guidance techniques with exceptional children.

ACTIVITIES

Using the overhead projector, list a number of guidance techniques. As a class, discuss those techniques which have proven successful in guiding exceptional children. As a follow-up, invite a panel of special education teachers or counselors, physical therapists, school psychologists, and speech and hearing therapists to class to discuss guidance techniques and the exceptional child.

PLANNING PLAY ACTIVITIES

Students will:

be able to plan creative activities to meet children's needs.

know how to utilize and create materials which encourage th development of children's individual styles and skills.

know how to encourage children to explore sensory, verbal, musical and aesthetic possibilities through materials and everyday experiences.

know how to encourage children to assume responsibility for the correct use and care of play equipment and materials.

COURSE GOALS

Students will be able to plan creative activities to meet children's needs.

ACTIVITIES

As background for discussion, ask students to read about play and creative activities and the needs such activities satisfy.

Nimnicht, McAfee and Meier, *The New Nursery School* (97)
Scholastic Book Services, *Teachers of Young Children* (120)
Croft and Hess, *An Activities Handbook for Teachers of Young Children* (32)
Taylor, *A Child Goes Forth* (119)

Show the filmstrip "Preparing the Child for Learning" (264).

Discuss and experiment with artistic and dramatic materials which can be utilized in the classroom (eg, finger paint, sack puppets, play dough, clay, toothpick structures, cornmeal basins, puppets, paint, collage materials).

Invite a drama teacher to class to talk about writing scripts for children's plays or puppet shows, as well as making puppets and costumes. Other speakers may include art, band or orchestra instructors, a choir director, science, physical education or English instructors.

Have students make toys or play materials from inexpensive resources. In class, have students explain what developmental needs are met by the toys and materials.

Visit centers in the community which emphasize intellectual development of children. What types of experiences does each center provide?

Have students view the slide and cassette series "Block Building," "Inexpensive Additions to Outdoor Play Equipment," and "Waterplay" (228). Discuss as a class.

Discuss planning learning exercises which emphasize one of the following: conceptual exploration, language skills, perceptual awareness, problem-solving or decision-making skills, creative or scientific exploration.

COURSE GOAL

Students will know how to utilize and create materials which encourage the development of children's individual styles and skills.

ACTIVITIES

Discuss and have students use the kit "Me, Myself and I: How Preschoolers See Themselves" (258).

Have students view the film "Children are Creative" (160). As a class, discuss ideas presented on media for the individual child.

As a class, discuss ways children's creative endeavors may be inhibited. Brainstorm ways to stimulate creativity and individuality.

COURSE GOAL

Students will know how to encourage children to explore sensory, verbal, musical and aesthetic possibilities through materials and everyday experiences.

ACTIVITIES

In small groups, have students develop play and creative activities which promote individual style and skill in the areas of art, music, language, science, community involvement, dramatic play, imaginative experiences. Ask students to explain and present activities to the entire class.

Using the overhead projector, list verbal and nonverbal communication techniques which have proven effective in encouraging creativity and individuality in children.

As a class, discuss the importance of well-balanced activity programs for children. List the components of such programs on the board.

Conduct a field trip to child care facilities in the community. How does each provide a well-balanced program of activities?

Have students plan a balanced activity program for a half-day schedule.

Ask students to read the following materials for background on toy safety and the appropriateness of specific play equipment:

Brisbane and Riker, *The Developing Child* (21)
Baker and Fane, *Understanding and Guiding Young Children* (10)
"Teens Explore Toyland" from *Illinois Teacher* (121)
U S Department of Health, Education and Welfare, *Playing Safe in Toyland* (103)

Using toys standard for a child care facility, have students evaluate each in terms of safety, durability and appropriateness for the recommended age of the child. Discuss as a class.

Invite a representative from an educational materials outlet or toy store to class to discuss materials currently on the market.

Ask students in groups to research sources of play equipment, other than retail outlets. In class, list the materials and where they are available on the board. Note the cost of each item.

Invite a school or city librarian to class to talk about selecting children's books and literature (eg, poems, fables, fairy tales, nursery rhymes, nonfiction) and storytelling techniques. Following the presentation, bring a number of children's books to class and discuss the stages of development for which each would be appropriate, as well as how each meets children's books selection criteria.

As a class, discuss criteria for selecting records and musical equipment. Conduct a field trip to a child care facility to observe children participating in musical activities. Note the appropriateness of the activity for each child.

Ask students to make books, storytelling props, or musical instruments using recyclable or other inexpensive materials. How does each project meet criteria for selecting children's activities?

Ask students to research possible sources of books, records and musical instruments using catalogs, the telephone directory, pamphlets, referrals and extension resources. Discuss results in class.

COURSE GOAL

Students will know how to encourage children to assume responsibility for the correct use and care of play equipment and materials.

ACTIVITIES

Invite a guest speaker to class to discuss the rationale for teaching children to help care for equipment. Possible speakers are child or school psychologist, child development specialist, or a family counselor.

Invite a panel of parents to class to discuss household responsibilities their children assume. Following the presentation, ask students to identify other tasks children might undertake around the house.

On the board, list various toys, games, books and records used in learning activities for children. Ask students to brainstorm methods for teaching children to assume responsibility for each.

NUTRITION AND LIVING PROGRAMS

Students will:

know how to help children develop appropriate personal hygiene habits.

know how to select clothing according to the individual child.

be able to plan nutritional meals and snacks for children.

know how to foster the development of independent eating practices in children.

know what activities and conditions promote good sleep habits.

COURSE GOAL

Students will know how to help children develop appropriate hygiene habits.

ACTIVITIES

Ask students to read Brisbane and Riker, *The Developing Child* (21) for background information on developing children's hygienic habits. As a follow-up, discuss which hygienic habits are the most important for children to develop and ways children might be encouraged to do so.

Invite a panel to class to discuss toilet training, including readiness techniques, and individual differences. Panel members might include a pediatrician, a child psychologist and a child development specialist.

COURSE GOAL

Students will know how to select clothing according to the individual child.

ACTIVITIES

Ask students to read and then discuss as a class *How to Select Infants' and Children's Clothing* (69).

Invite a representative from a children's store to class to discuss criteria for selecting children's clothing.

As a class, compile a checklist of features to consider when selecting clothing for infants and children. Discuss clothing displays in terms of the checklist.

Ask a child care facility representative to class to discuss: the effects that self-help clothing has upon children, which self-help features are beneficial at various stages of development, sufficient time for children to take advantage of self-help features, differences among children who have self-help clothing and those who do not.

As a class, list any special features which need to be considered in selecting clothing for exceptional children.

Have students view Penney's filmstrip "Fire, Fabrics and You" (248). As a class, discuss how this filmstrip applies to children's clothing.

COURSE GOAL

Students will be able to plan nutritional meals and snacks for children.

ACTIVITIES

For background, have students read the National Dairy Council's *Food Before Six* (56) and *Feeding Little Folks* (51). Then ask students to plan a day's menu for a specific children's age group.

Invite a panel of personnel who prepare food for children to class to discuss planning and preparing meals. Panel members might include cafeteria personnel, dietitians, parents and child care facility cooks.

As a class, list sanitary procedures for preparing food. Ask students to contact health and sanitation agencies for additional information on procedures and controls.

Using *Healthy Snacks* (62) or a similar reference, have students plan and prepare snacks which are nutritional, attractively served and suitable for children of various age groups.

As a class, discuss food in terms of daily nutritional requirements, especially the individual needs of children.

Discuss conditions which contribute to a pleasant, relaxed atmosphere at mealtime.

COURSE GOAL

Students will know how to foster the development of independent eating practices in children.

ACTIVITIES

Conduct a field trip to a child care facility to observe ways in which independent eating practices are fostered. Afterward, discuss other ways to encourage such independence.

Visit a local store or invite a representative to class to discuss eating utensils for young children.

As a class, discuss any special considerations in fostering independent eating habits or planning and preparing meals for exceptional children.

COURSE GOAL

Students will know what activities and conditions promote good sleep habits.

ACTIVITIES

Invite parents to class to discuss their techniques for encouraging good personal hygienic habits in their children, as well as good sleep habits. Following the presentation, list on the board factors which aid in preparing children for bedtime and those which are conducive to sleep. For example:

REST AND SLEEP

Balance between quiet and stimulating activities

Quiet activities immediately preceding rest

Adequate time for routine tasks before bedtime

Regular schedule for naps and bedtime

HEALTH AND SAFETY

Students will:

know how to help children develop good health and safety habits.

know common childhood illnesses and appropriate treatment procedures.

know what constitutes a potential hazard in a child's environment.

know how to apply appropriate procedures in handling accidents.

COURSE GOAL

Students will know how to help children develop good health and safety habits.

ACTIVITY

As a class, discuss encouraging good health and safety habits in children. Ask student volunteers to discuss health and safety habits acquired during childhood, and how these habits were taught and reinforced.

COURSE GOAL

Students will know common childhood illnesses and appropriate treatment procedures.

ACTIVITIES

After reading about common childhood illnesses, ask students to construct a chart which lists the following for each: first signs, incubation periods, how illnesses spread, contagion periods, prevention (immunization), care, susceptible ages, and seasons of prevalence.

Invite a public health or school nurse to class to discuss necessary immunizations for children, and the importance of keeping booster shots up to date.

Secure pamphlets, invite guest speakers, show films or visit agencies dealing with health and safety measures applicable to exceptional children.

COURSE GOAL

Students will know what constitutes a potential hazard in a child's environment.

ACTIVITIES

Using the overhead projector, list potentially hazardous situations and materials. For example:

POTENTIAL HAZARDS OF ACCIDENT-CAUSING SITUATIONS OR MATERIALS

Toys with sharp edges or surfaced with toxic paint

Toys inappropriate to the age level of the child

Throwing articles meant for other purposes

Running with articles in hand or running in small, crowded areas

Swinging too high

Climbing or jumping while unsupervised

Climbing or jumping from unstable surfaces

Playing with matches or lighters

Storing flammable or poisonous materials at child's level or in unlocked cabinets

Electrical outlets without safety covers when not in use

Dangling cords

Unused refrigerators or chests

Large equipment with moving parts

Wet surfaces or floors in play areas

Plastic garment bag covers

Using the above list and safety regulations in the current child care facility licensing requirement handbook, develop a scale for evaluating safety features in child care centers. As a follow-up, evaluate a hypothetical child care facility using the scale. Discuss as a class.

Ask students to read pamphlets from the Oregon State Board of Health—Governor's Committee on Home Safety, and Gerber's *Handbook of Child Safety*. Discuss safety precautions generally.

COURSE GOAL

Students will know how to apply appropriate procedures in handling accidents.

ACTIVITIES

Obtain the multimedia unit on safety from the Red Cross and review it in class.

Ask students to bring in newspaper clippings concerning accidents involving children. How might these accidents have been prevented?

Invite a school nurse, public health nurse or medical-dental representative to class to discuss first aid techniques appropriate for accidents and injuries involving children.

Ask a panel of fire department personnel, doctors, attorneys, ambulance attendants, and public health staff members to class to discuss procedures and skills for handling accidents, including the legalities of treating emergencies and appropriate agencies to contact for various emergencies.

Have students practice first aid techniques for a number of accident situations.

Using the overhead projector, list procedures and skills for handling accidents. For example:

PROCEDURES AND SKILLS FOR HANDLING ACCIDENTS

Observe situation carefully before taking action.

Know first aid.

Notify parents.

Have on file parental permission to call an ambulance or physician if parent or the child's physician cannot be reached.

EMPLOYMENT

Students will know:

and be able to apply job-readiness skills.

and be able to apply job application procedures.

how to locate child care employment opportunities.

what local community agencies and resources have to offer.

how to maintain child care equipment and supplies in good condition.

COURSE GOAL

Students will know and be able to apply job-readiness skills.

ACTIVITIES

Throughout the course emphasize spelling skills, legible handwriting, correct grammar usage, and enunciation of words.

Have students use one or more of the following communication skills development materials: the tape "Are You Listening" (225) and the film "Berfunkle" (151).

Videotape or tape-record students interacting with children. During playback, note the use of correct grammar, enunciation of words, verbal and nonverbal communication, as well as pleasing voice tone and pitch.

As a class, list factors involved in working well with others. Ask personnel working in human relations jobs to class to talk about factors which are important to good human relations.

As a class, discuss how gossip can be detrimental to good human relations skills.

Invite a guest speaker from a child care facility to class to discuss professional ethics expected of facility employees.

Ask a panel of employers to class to discuss what professionalism means to them.

Ask students to research current and pending legislation and licensing requirements through state and federal departments and Children's Services Division (or local licensing agency) publications.

Invite a panel of representatives from the state employment office, private employment agencies and a youth opportunity center to class to discuss the relationship of personal characteristics and hygiene to job success.

Ask students to evaluate their own personal characteristics and hygiene in relation to possible employer expectations.

Ask child care staff to class to talk about factors which contribute to job success.

As a class, discuss what constitutes a nutritionally balanced diet. Use National Dairy Council materials as a resource (51). How does diet affect the individual on the job?

Ask one or more of the following people to class to discuss ways to maintain optimum health and stamina, as well as good grooming techniques: representative from a modeling or charm school, cosmetics representative, beauty/barber school instructor.

Have students keep track of how they spend their time and money for a specified period. As a class, discuss how to manage time and money more efficiently.

As a class, list any responsibilities accompanying a job which might have an effect on time and money management.

Talk about confidentiality on the job and why it is important that it be maintained.

As a follow-up, invite a panel of counselors, child care teachers and supervisors, and social workers to class to discuss the need for confidentiality of records.

COURSE GOAL

Students will know and be able to apply job application procedures.

ACTIVITIES

Have students view the filmstrip "Preparing for an Interview" (265), produced by the Oregon State Employment Division.

Invite resource personnel to class to discuss job application techniques and procedures. Consider personnel directors, representatives from the State Board of Health, State Employment Division representatives, Bureau of Labor staff, supervisors from child care facilities.

Have students practice filling out application forms, writing resumes, and applying for work permits and social security cards.

Using a videotape or tape recorder, present several hypothetical interview situations with one of the following: school principal, child care facility supervisor, career or placement service director, personnel director.

As a class, discuss favorable and unfavorable aspects of interviews. Suggest possible questions which a person being interviewed might ask in an interview.

COURSE GOAL

Students will know how to locate child care employment opportunities.

ACTIVITIES

List occupations in the child care field, noting the responsibilities and educational preparation needed for each.

Contact school or career counselors, community college or university staff or a child care educator for more information about the responsibilities and educational preparation needed for child care occupations.

Ask students to research and report on resources for locating employment. Share findings in class.

Using the overhead projector, list child care employment opportunities. For example:

CHILD CARE EMPLOYMENT OPPORTUNITIES

Resources for determining possible occupations

Dictionary of Occupational Titles
Occupational services guides
Interviews with personnel presently employed in the field
Colleges and universities
Professional organizations and publications
School or career counselors
Other sources listing employment opportunities

Sources for locating openings

Newspaper
State employment office
Private employment offices
Youth opportunity center
Word of mouth
School or career counselor
Yellow pages of telephone directory

COURSE GOAL

Students will know what local community agencies and resources have to offer.

ACTIVITIES

Ask students to research professional publications and organizations. If possible, attend a professional meeting or workshop.

Have students visit child care agencies to learn about available services. Report on each agency in class, noting the specific services

provided by each. Possible services might include: referrals, field trips, guest speakers, meetings open to the public.

Invite representatives from community agencies to class or conduct field trips to agencies to learn more about the services they have available.

COURSE GOAL

Students will know how to maintain child care equipment and supplies in good condition.

ACTIVITIES

As a class, discuss the necessity and importance of "cleanup," stressing the following points: health of children, aesthetic value, psychological impact.

Visit a child care facility, noting division of responsibilities among workers for the care and maintenance of equipment and supplies. Ask the director to discuss the sharing of these duties in the facility, as well as the importance of keeping the facility clean, safe and attractive.

Ask students to determine a possible division of responsibilities at facilities where they work. Have them include daily cleanup tasks, periodic sanitizing and cleanup procedures, and equipment maintenance.

As a project, ask students to refurbish a piece of equipment at the facility where they work.

As a class, brainstorm ways to encourage children to care for and properly use equipment and supplies.

ASSESSMENT

Why assess? Assessment is critical to sound instructional planning. Once a school and its community reach a mutual understanding of what schooling is to accomplish (once goals and graduation requirements are set), there is a need to know whether such outcomes are being reached.

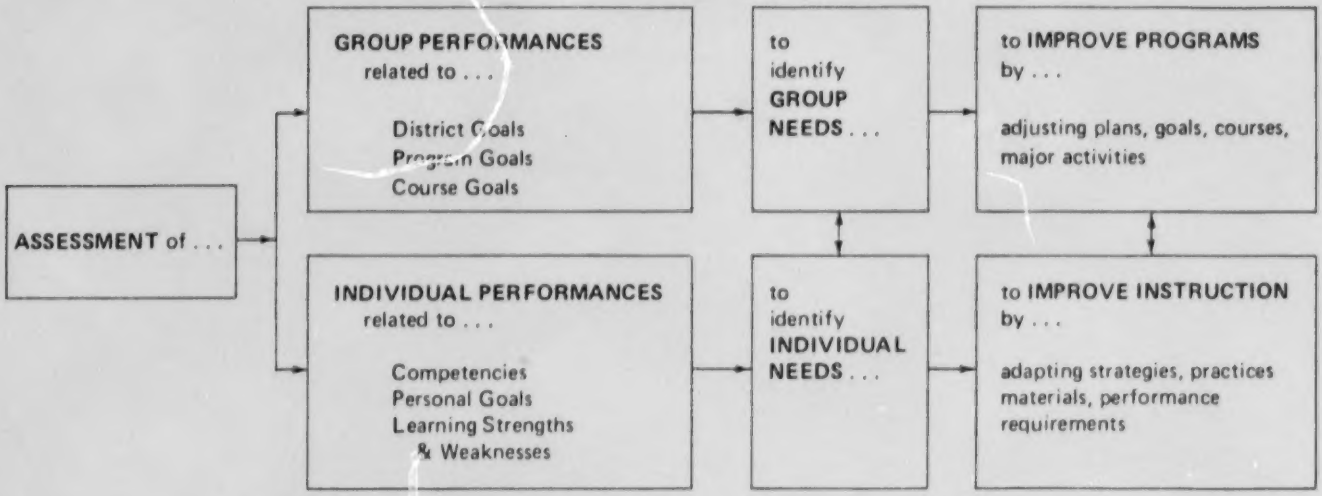
In the Goal-Based Planning for Child Care Programs section of this guide, four sets of desired outcomes were identified: state goals, district goals, program goals and course goals.

Once instructional plans are implemented, the instructor must pose the question: Are students attaining desired outcomes, and is the child care program helping them to reach those outcomes? The quality of the answers to these questions depends on how well assessment activities are designed and carried out.

Assessment activities involve both group and individual approaches: how well students do in the program as a group helps determine the course of the program; how well students do individually helps instructors map out teaching strategies.

The interrelationship is shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES


ASSESSMENT of . . .
GROUP PERFORMANCES related to . . .
District Goals
Program Goals
Course Goals
to identify GROUP NEEDS . . .
to IMPROVE PROGRAMS by . . .
adjusting plans, goals, courses, major activities
INDIVIDUAL PERFORMANCES related to . . .
Competencies
Personal Goals
Learning Strengths & Weaknesses
to identify INDIVIDUAL NEEDS . . .
to IMPROVE INSTRUCTION by . . .
adapting strategies, practices materials, performance requirements

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

District goal assessment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Program goal assessment answers the question: To what extent are students attaining the outcomes child care teachers and curriculum planners desire?

Course goal assessment answers the question: To what extent are students attaining the outcomes child care teachers desire as acceptable entry-level employment skills?

Assessment of personal goals answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances which can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

Assessment might involve several of the following approaches:

Third party assessment (teachers, parents, educators, advisory committees)

Administrative assessment

Student assessment of the program and instruction, as well as the level of personal satisfaction

Use of student monitoring data

Student pretest and post-test to determine student growth

Student follow-up study

Survey questionnaires

A child care assessment/planning guide

APPENDIX

A Job Descriptions from the *Dictionary of Occupational Titles*

B Instructional Analysis for Organizing Learning Experiences

C Statutes Governing Child Care in Oregon

D Bibliography

E Assessment Instrument for Child Care Services Programs

APPENDIX A

JOB DESCRIPTIONS FROM THE

DICTIONARY OF OCCUPATIONAL TITLES

Fourth Edition, 1977

Child Care Attendant—includes the following DOT numbers:

301.677-010
CHILD MONITOR (dom. ser.) nurse, children's

Performs any combination of the following duties to attend children in private home: Observes and monitors play activities or amuses children by reading to or playing games with them. Prepares and serves meals or formulas. Sterilizes bottles and other equipment used for feeding infants. Dresses or assists children to dress and bathe. Accompanies children on walks or other outings. Washes and irons clothing. Keeps children's quarters clean and tidy. May clean other parts of home. When in charge of infants, may be designated as NURSE, INFANTS (dom. ser.). When employed on a daily or hourly basis, may be designated as BABY SITTER (dom. ser.).

309.677-014
FOSTER PARENT (dom. ser.)

Rears homeless or parentless children in own home as members of family: Organizes and schedules activities, such as recreation, rest periods, and sleeping time. Insures child has nutritious diet. Instructs children in good personal and health habits. Bathes, dresses, and undresses young children. Washes and irons clothing. Accompanies children on outings and walks. Disciplines children when required. May return children to parents' home during weekends and holidays. May work under supervision of welfare agency. May prepare periodic reports concerning progress and behavior of children for welfare agency.

359.677-026
PLAYROOM ATTENDANT (any ind.) kindergartner

Entertains children in nursery of department store, country club, or similar establishment as service to patrons. Reads aloud, organizes and participates in games, and gives elementary lessons in arts or crafts.

Child Care Workers—includes the following DOT numbers:

355.674-010
CHILD CARE ATTENDANT, SCHOOL (per. ser.)

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training: Wheels handicapped children to classes, lunchrooms, and treatment rooms. Se-

cures children in equipment, such as slings or stretchers, and places into baths or pools for physical therapy treatment. Helps children to walk, board buses, put on prosthetic appliances, eat, dress, and perform other physical activities as their needs require. May use hoist to raise and lower children into pools or baths.

359.677-010
ATTENDANT, CHILDREN'S INSTITUTION (any ind.)
child care attendant; house parent

Cares for group of children housed in city, county, private, or other similar institution, under supervision of superintendent of home: Awakens children each morning and insures children are dressed, fed, and ready for school or other activity. Gives instructions to children regarding desirable health and personal habits. Plans and leads recreational activities and participates or instructs children in games. Disciplines children and recommends or initiates other measures to control behavior. May make minor repairs to clothing. May supervise housekeeping activities of other workers in assigned section of institution. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

359.677-018
NURSERY SCHOOL ATTENDANT (any ind.)
child care leader; child-day care center worker; day care worker

Organizes and leads activities of prekindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, and similar organizations: Helps children remove outer garments. Organizes and participates in games, reads to children, and teaches them simple painting, drawing, handwork, songs, and similar activities. Directs children in eating, resting, and toileting. Helps children develop habits of caring for own clothing and picking up and putting away toys and books. Maintains discipline. May serve meals and refreshments to children and regulate rest periods. May assist in such tasks as preparing food and cleaning quarters.

SCHOOL MONITOR

No DOT available. A lunchroom or playground monitor.

APPENDIX B

INSTRUCTIONAL ANALYSIS

Identification of Common Functions for Child Care Services Occupations

Checklist Code

1 Performs function as directed by another person.
2 Assists in planning and carrying out the function.
3 Responsible for planning and carrying out the function.
4 Tasks which may be fulfilled to a similar degree by each occupation.

FUNCTIONS	Child Monitor	Child Care Attendant, School	Playroom Attendant	Attendant, Children's Institution	Foster Parent	Nursery School Attendant
Aids growth and development.	1	1	1	2	3	2
Guides behavior.	1	1	1	2	3	2
Provides for physical needs.		1	1	2	3	2
Plans and uses play activities and creative media.		1	1	2	3	2
Promotes health and safety.	1	1	1	2	3	2
Demonstrates qualities required for employment.	Performed by all child care occupations listed.					

TASK ANALYSIS FOR CHILD CARE OCCUPATIONS

FUNCTION: Aids Growth and Development

TASKS

Stimulates growth of independence.	1	1	1	2	3	2
Helps child develop own individual and unique potential.	1	1	1	2	3	2
Plans to meet individual developmental needs through observation.	1	1	1	2	3	2
Establishes an environment aiding in child's physical, social, emotional, and intellectual growth and development.	1	1	1	2	3	2
Aids child's understanding of the physical self and the surrounding world.	1	1	1	2	3	2
Encourages development of child's curiosity and problem-solving ability.	1	1	1	2	3	2
Plans activities that promote development of large and small muscles.	1	1	1	2	3	2
Selects appropriate activities to promote growth and development of exceptional children.	1	1	1	2	3	2

FUNCTION: Guides Behavior

TASKS						
Sets appropriate behavioral limits based on the child's stage of development.	1	1	1	2	3	2
Administers behavioral limits objectively.	1	1	1	2	3	2
Helps child maintain a sense of self-worth.	1	1	1	2	3	2
Fosters development of independence and self-discipline.	1	1	1	2	3	2
Guides child's behavior in adjusting to new situations.	1	1	1	2	3	2
Uses appropriate guidance techniques with exceptional children.	1	1	1	2	3	2

FUNCTION: Plans and Uses Play Activities and Creative Media

TASKS						
Provides play and creative materials which encourage the development of individual style and skill.	1	1	1	2	3	2
Shares and shows interest in child's play and creative efforts.	4	4	4	4	4	4
Offers opportunities for free and structured play.	1	1	1	2	3	2
Provides a variety of active and quiet indoor and outdoor activities.	1	1	1	2	3	2
Considers social, emotional, intellectual, and physical needs for activities.	1	1	1	2	3	2
Aids in development of motor coordination through play and creative experiences.	1	1	1	2	3	2
Encourages exploration of sensory, verbal, musical, and aesthetic experiences, and materials.	1	1	1	2	3	2
Selects and uses books, records, music, toys, games, stories, and play equipment appropriate for individual child.		1	1	2	3	2
Evaluates books, records, music, toys, games, stories, and play equipment appropriate for individual child, in regard to purchasing.				2	3	2
Helps child assume responsibility for the correct use and care of equipment and materials.		1	1	2	3	2
Plans play activities and creative media to meet the special needs of the exceptional child.				2	3	2
Implements play activities and creative media to meet the special needs of the exceptional child.		1	1	2	3	2

FUNCTION: Provides for Physical Needs

TASKS						
Plans nutritious snacks and/or meals.				2	3	2
Prepares and serves snacks and/or meals.			1	2	3	2
Uses sanitary procedures in handling and preparing food.			1	2	3	2
Incorporates foods from other cultures.				2	3	2
Provides for unhurried meals.			1	2	3	2
Encourages a relaxed mealtime atmosphere free from criticism and arguments.			1	2	3	2
Fosters independent eating practices.			1	2	3	2
Assists attainment of personal hygiene habits.			1	2	3	2
Aids in establishing independence in routines of toileting, bathing, and dressing.		1	1	2	3	2
Allows for a balance between activity and rest.		1		2	3	2
Provides adequate time and restful conditions for sleep.		1		2	3	2
Considers and provides for the special physical needs of exceptional children.		1	1	2	3	2

FUNCTION: Promotes Health and Safety

TASKS						
Alert to potential hazardous or accident-causing situations and materials.	4	4	4	4	4	4
Removes possibly dangerous materials to reduce the occurrence of mishaps.	4	4	4	4	4	4
Consistently maintains established safety limits.	1	1	1	2	3	2
Uses appropriate safety procedures and skills in handling accidents.	4	4	4	4	4	4
Helps child develop and be responsible for good habits of health and safety.		1	1	2	3	2
Recognizes signs of illness or discomfort and provides necessary care.	4	4	4	4	4	4
Practices health and safety measures applicable to the exceptional child.	4	4	4	4	4	4

FUNCTION: Demonstrates Qualities Required for Employment

TASKS

Practices personal characteristics and hygiene important in securing and keeping a job.	4	4	4	4	4	4
Manages time and energy to do occupation effectively.	4	4	4	4	4	4
Displays use of professional ethics.	4	4	4	4	4	4
Demonstrates respect for the confidential nature of records and conversations concerning individuals in the facility.	4	4	4	4	4	4
Plans and works cooperatively with parents and/or co-workers.	4	4	4	4	4	4
Utilizes communication skills effectively.	4	4	4	4	4	4
Works effectively with children.	4	4	4	4	4	4
Maintains equipment and supplies adequately.	4	4	4	4	4	4
Utilizes appropriate community agencies and resources.	4	4	4	4	4	4
Identifies and applies current legislation, information, and research pertinent to the occupation.			4	4	4	4

APPENDIX C

STATUTES GOVERNING CHILD CARE IN OREGON

In this section, the statutes governing standards for facilities for children in Oregon are presented. Licensing regulations pamphlets are available through the Children's Services Division; and, as these regulations as well as legislation are constantly changing, teachers need to amend this information periodically.

DAY CARE FACILITIES

418.805 Definitions for ORS 418.805 to 418.885. As used in ORS 418.805 to 418.885, unless the context requires otherwise:

(1) "Babysitter" means a person who provides day care services for children if the compensation therefor is paid directly by the parent or legal guardian or if the service is provided without any compensation in either of the following:

(a) The home of the parent or guardian; or

(b) The home of the babysitter:

(A) If the service is provided for not more than five children for eight or more hours in a 24-hour period; and

(B) If the service is provided for not more than four other children for not more than three consecutive hours and not more than six total hours in a 24-hour period but for not more than a total of nine children including the babysitter's children at any one time.

(2) "Child" means a child under 15 years of age.

(3) "Day care" means care provided to a child during a part of the 24 hours of the day, with or without compensation. "Day care" does not include care provided:

(a) In the home of the child;

(b) By the child's parent, guardian, or person acting in loco parentis;

(c) By a person related to the child by blood or marriage within the fourth degree as determined by civil law;

(d) On an occasional basis by a person not ordinarily engaged in providing day care;

(e) By providers of medical services; or

(f) By a babysitter.

(4) "Day care facility" means any facility that provides day care to three or more children, including a day nursery, nursery school group, family day care home or similar unit operating under any name, but not including any:

(a) Facility providing care that is primarily educational, unless provided to a preschool child for more than four hours a day.

(b) Facility providing care that is primarily supervised training in a specific subject, including but not limited to dancing, drama, music, or religion.

(c) Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.

(d) Facility operated by a school district, political subdivision of this state or a governmental agency.

(e) Residential facility licensed under ORS 443.400 to 443.455 and subsection (2) of 443.991.

(f) Facility operated by a babysitter. [1969 c.641 §1; 1977 c.717 §20; 1979 c.745 §1]

A pamphlet entitled *Rules Governing Standards for Day Care Facilities,* (revised 12/79) from Children's Services has been used to provide the following information:

Any day care facility where six or more children are in care must meet the regulations according to the kind of facility, and hold a valid state certificate of approval.

In addition to the certificate of approval the facility must meet the standards set by the State Fire Marshal and by the Health Department. Attendance regulations and personnel requirements vary somewhat, depending on the ages of the children and the number of children in a facility. Qualifications for personnel are based on educational background or experience, and age. The director requires the most education or experience, and the assistants and aides the least. Other personnel are: child care supervisor and child care workers (school age day care facilities), head teacher and teachers (day care facilities), group parent (infant and toddler day care facilities) and operator (day care family group home facilities).

Younger children require a higher adult to child ratio with the ratio decreasing slightly as the age of the children increases. In addition, each facility is required to have a daily program and the children's immunizations must be kept up to date. Medical policies, such as arranging for a licensed physician or hospital in case of an emergency, available first aid supplies, and notifying parents in case of injuries or accidents, are included. In addition, standards are set for sanitation, safety, the physical plant, transportation, nutritional needs and record keeping.

As stated in the Children's Services Division regulations, centers receiving federal funds must have a certificate of compliance with the Federal Day Care Requirements. Additional requirements must be met to obtain this certificate.

Child care services programs in the high schools are not covered under specific state legislation, because they provide care that is primarily educational and less than four hours a day. Teachers should use the day care licensing and basic elementary program guidelines, however, as a basis for meeting the needs of the preschool and high school students. A certificated teacher and an aide are appropriate staffing for a maximum of 24 children. The room should be safe, clean, well-lighted, and close to a restroom. The food provided should be within the guidelines of the food services program of the school district.

ADDITIONAL PROGRAMS

336.090 [Repealed by 1965 c.100 §456]

336.092 Definitions for ORS 336.092 and 336.095. As used in ORS 336.092 and 336.095, unless the context requires otherwise:

(1) "Kindergarten child" means a child in the year immediately prior to his enrollment in the first grade.

(2) "Kindergarten facilities" includes physical facilities, supplies, equipment and personnel suitable for the education and training of children in the year immediately prior to their enrollment in the first grade.

(3) "Physical facilities" includes but is not limited to public school buildings, rented buildings which meet health and safety standards or homes used in school district sponsored programs. [1973 c.707 §2]

336.095 Establishment, funding and status of kindergartens. (1) The district school board of any common school district may provide kindergarten facilities free of charge for the kindergarten children residing in the district by operating such facilities either singly or jointly with other districts.

(2) Kindergartens established under subsection (1) of this section shall be funded in the same manner as other schools of the district are funded.

(3) Kindergartens are part of the public school system of this state. [1973 c.707 §3]

336.100 [Repealed by 1965 c.100 §456]

336.105 [Formerly 336.055; repealed by 1973 c.707 §7 and 1973 c.750 §13]

336.110 [Repealed by 1965 c.100 §456]

336.115 Nursery schools; costs. Any district school board, under rules, standards and teacher certification requirements established by the State Board of Education, may sponsor, maintain, operate and supervise nursery schools for children between the ages of two and six years. The full cost of nursery schools shall be borne by fees, grants-in-aid and gifts, exclusive of local tax revenues, received by the district specifically for the operation of the nursery schools for children between the ages of two and six years. The district school board may establish the hours of operation of such nursery schools. [Formerly 336.060; 1971 c.190 §1]

336.120 [Repealed by 1965 c.100 §456]

GENERAL

343.035 Definitions. As used in this chapter unless the context requires otherwise:

(1) "Orthopedically impaired or other health impaired" means a disability which has been diagnosed by a physician licensed by the Board of Medical Examiners for the State of Oregon as permanent or which is expected to extend over a two-month period.

(2) "Handicapped children" includes all persons under 21 years of age who require special education in order to obtain the education of which they are capable, because of mental, physical, emotional or learning problems. These groups include, but are not limited to those categories that have traditionally been designated: Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health impaired children; individuals who are pregnant; or children with specific learning disabilities.

(3) "Special education" means specially designed instruction to meet the unique needs of a handicapped child, including regular classroom instruction, instruction in physical education, home instruction, related services, and instruction in hospitals, institutions and special schools.

(4) "Related services" includes transportation; and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, special equipment, readers' services, volunteer services to enhance special education programs, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes early identification and assessment of handicapping conditions in children. [Formerly 343.212; 1977 c.528 §1]

343.040 [Repealed by 1953 c.110 §2]

343.041 Educational programs for handicapped children to be supervised by Superintendent of Public Instruction. (1) The Superintendent of Public Instruction shall be responsible for the general supervision of all educational programs for handicapped children within the state, including all such programs administered by any state agency or common or union high school district or education service district.

(2) All educational programs for handicapped children within this state shall meet the standards and criteria established therefor by the State Board of Education.

(3) The Governor shall direct that agencies affected by this section shall enter into cooperative agreements to achieve necessary uniformity in meeting the standards and criteria established by the state board under subsection (2) of this section. [1977 c.528 §3]

343.045 Establishing criteria for programs. The Superintendent of Public Instruction shall establish criteria to guide the development and operation of special programs authorized by this chapter and shall apply these criteria in certifying such programs for reimbursement specifically provided by law for such programs. The criteria shall be limited to educational services and educational programs and shall not include treatment. [Formerly 343.235; 1975 c.621 §1; 1977 c.714 §10]

343.060 [Repealed by 1953 c.110 §2]

343.065 Superintendent of Public Instruction to employ personnel to supervise special programs. The Superintendent of Public Instruction shall employ personnel qualified by training and experience to supervise the types of services required by the special programs authorized by this chapter. Personnel so employed shall assist the school districts, county and regional facilities, and hospitals in the organization and development of special programs authorized by this chapter, shall have general supervision of such programs, and shall assist school districts in obtaining required services, equipment and materials, particularly where the number of children is too small to justify district purchase of equipment and materials. [Formerly 343.255]

CHILD DEVELOPMENT

343.125 Child development specialist. (1) On or before July 1, 1977, the district school board of every school district operating any elementary schools may make the services of a child development specialist available to the pupils enrolled in the elementary schools.

(2) A child development specialist shall provide primary prevention services throughout a child's environment directly or in cooperation with others:

(a) To pupils enrolled in the elementary school, with priority given at the primary level, including kindergarten, to assist them in developing positive attitudes toward themselves and others in relation to life career roles.

(b) To the professional staff of the elementary school to assist them in early identification of pupils enrolled therein with learning or developmental problems.

(c) To parents of pupils enrolled in elementary schools to assist them in understanding their children's unique aptitudes and needs and to aid in relating home, school and neighborhood experiences.

(d) To refer pupils enrolled in the elementary school to appropriate state or local agencies for additional assistance.

(e) To coordinate resources available through the community and the school.

(3) School districts may provide the services authorized or required under this section by contract with qualified state or local programs. [1973 c.730 §2]

343.130 [Amended by 1967 c.232 §1; renumbered 343.910]

343.135 State reimbursement for costs. (1) On or before October 1, 1977, and thereafter following close of the school year for which reimbursement is claimed, any district making the services of a child development specialist available pursuant to ORS 343.125 shall file a verified claim with the Superintendent of Public Instruction for the costs incurred by the district in providing the services of the child development specialist.

(2) If the Superintendent of Public Instruction approves the application for reimbursement, he shall cause the district to be reimbursed in the amount claimed. If the moneys specifically appropriated for payment of such claims are insufficient to pay the full reimbursable amount of all approved claims for the school year, the reimbursement to each district shall be prorated according to the ratio that the total amount of funds available bears to the total amount that would be required to pay in full all approved claims for the school year. [1973 c.730 §3]

343.140 [Repealed by 1965 c.100 §456]

343.145 State board guidelines; qualification for child development specialist. (1) The State Board of Education by rule shall establish guidelines for implementation of ORS 343.125 and 343.135, including but not limited to qualifications for child development specialists and procedures for community coordination of efforts. Such qualifications and procedures shall not be limited to traditional treatment oriented disciplines or the various disciplines requiring certification.

(2) Exceptions to the qualifications established by the state board may be made if the state board determines after a hearing that an individual is capable of performing the required functions. [1973 c.730 §4]

343.150 [Repealed by 1965 c.100 §456]

DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION

343.153 Definitions for ORS 343.153 to 343.187. As used in ORS 343.153 to 343.187:

(1) "Decision" means the decision of the hearings officer which shall be final unless reviewed by the Superintendent of Public Instruction.

(2) "Determination" means the determination by the school district concerning the identification, preplacement or annual evaluation, individual education plan or placement of a handicapped child in a program paid for by the district.

(3) "Order" has the meaning given in ORS 183.310 to 183.500.

(4) "Parent" means the parent or legal guardian, other than a state agency, of the child or the surrogate for the parent appointed pursuant to ORS 343.185.

(5) "School district" means a common or union high school district, an education service district or a state agency or institution that is charged with the duty or contracted with by a public agency to care for or educate, or both, children apparently eligible for special education.

(6) "Superintendent" means the Superintendent of Public Instruction or the designee of the Superintendent of Public Instruction. [1979 c.423 §2 (enacted in lieu of 343.077)]

343.155 State rules relating to eligibility. The Department of Education shall establish by rule procedures to protect the rights of every handicapped child who is eligible for special education and every child who there is a reasonable cause to believe is handicapped, including:

(1) Rules governing the procedures for the appointment of a surrogate for the parent and other rules necessary to protect the special educational rights of the child, which shall include but not be limited to:

(a) Rules applicable whenever the parents of the child are unknown or unavailable or when there is reasonable cause to believe that the child is handicapped and is a ward of the state; and

(b) Rules prescribing procedures applicable to situations where a parent is uncooperative or unresponsive to the special education needs of the child.

(2) Rules prescribing hearings procedures if identification, evaluation, individual education plan or placement is contested. [1979 c.423 §3 (enacted in lieu of 343.077)]

343.397 Plan for improvement of instruction or curriculum for talented and gifted children. Any school district may submit to the superintendent for approval a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

(1) A statement of school district policy on the education of talented and gifted children;

(2) An assessment of current special programs and services provided by the district for talented and gifted children;

(3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

(4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and

(5) A plan for evaluating progress on the district plan including each component program and service. [1969 c.528 §§6, 6, 7; 1963 c.570 §23; 1965 c.100 §410; 1971 c.613 §3; 1979 c.385 §3]

Note: See note under 343.391.

343.399 State aid to local districts. (1) Any school district may apply for state funds for special programs and services for talented and gifted children identified in the district.

(2) The superintendent shall annually establish a date after which no further applications shall be received for state funds under this section.

(3) The superintendent shall select applications from among those that comply with ORS 343.391 to 343.404 and rules adopted by the board. Any criteria used by the superintendent to evaluate applications shall include, but not be limited to:

(a) A statement of the school district's present level of special educational programs and services for the talented and gifted and how the special educational programs and services contained in the application conform with the school district's written plan.

(b) Identification procedures that comply with rules adopted by the board.

(c) A detailed budget for the program expenditures.

(d) A description of the individual student assessment and evaluative procedures and tools.

(e) A justification of special educational services and programs for identified talented and gifted students in terms of the student assessment and evaluation.

(f) An evaluation design which meets standards set forth by the department. [1969 c.528 §8; 1963 c.570 §24; 1965 c.100 §411; 1971 c.613 §4; 1979 c.385 §4]

Note: See note under 343.391.

Note: Section 8, chapter 385, Oregon Laws 1979, provides:

Sec. 8. (1) It is legislative policy that talented and gifted state categorical aid shall be used to provide start-up costs for pilot projects, with common or union high school districts funding the programs after the start-up period. No common or union high school district shall receive more than three years of state funding under this program.

(2) The Department of Education shall report to the 1983 Legislative Assembly on the talented and gifted projects started with state aid since 1978-1979 and those continuing with local funds. Information on effectiveness of the projects in terms of student learning shall be included in the report. The Legislative Assembly shall determine whether to continue pilot project funding.

343.401 Use of funds appropriated for ORS 343.391 to 343.404. (1) The funds specifically appropriated for the program under ORS 343.391 to 343.404 shall be distributed to districts that have approved, written plans and have submitted an application to the superintendent which has been approved.

(2) State funds shall be allocated on an approved program cost basis, the amount of which shall be established by the board annually.

(3) No application shall be approved by the superintendent unless the district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal or greater than the amount of state funds approved by the superintendent.

(4) The districts shall account for the grant funds as expended for the identified pupils on a form acceptable to the department, as described in rules adopted by the board. [1969 c.528 §9; 1963 c.570 §24a; 1965 c.100 §412; 1971 c.613 §5; 1979 c.385 §5]

Note: See note under 343.391.

343.403 [1959 c.528 §10; 1963 c.570 §25; repealed by 1965 c.100 §456]

343.404 Ancillary services. The superintendent may annually expend funds appropriated for state administration of the talented and gifted program to provide and support ancillary services for the improvement of educational practices for talented and gifted children. These ancillary programs and services may include but not be limited to:

(1) Teacher training programs and workshops;

(2) Special projects and programs which demonstrate exemplary practices and services;

(3) Consultant and technical assistance to districts;

(4) The production of special materials and information as requested by districts;

(5) Planning and development assistance; and

(6) Any other services identified by districts as a priority in developing and operating special programs and services for the talented and gifted. [1971 c.613 §6; 1979 c.385 §6]

Note: See note under 343.391.

343.405 [1963 c.570 §22a; repealed by 1965 c.100 §456]

343.410 [1955 c.658 §2; 1961 c.541 §1; 1965 c.100 §413; 1971 c.96 §1; repealed by 1975 c.621 §17]

EARLY CHILDHOOD EDUCATION

343.415 Definitions for ORS 343.415 to 343.435. As used in ORS 343.415 to 343.435:

(1) "Approved program" means an early childhood education program approved by the Department of Education.

(2) "Early childhood education" means educational programs that conform to the standards adopted by the State Board of Education and that are designed for the education and training of children who are at least three years of age but have not passed their ninth birthday, and includes all special educational programs established and operated under this chapter. [1975 c.455 §2]

343.420 [1955 c.658 §1; 1961 c.541 §2; 1965 c.100 §414; repealed by 1975 c.621 §17]

343.425 Operating guides; approval. (1) The Department of Education shall prepare operating guides for early childhood education programs applicable to programs under ORS 343.415 to 343.435 that are consistent with requirements imposed by the State Board of Education for grades kindergarten through three.

(2) The Department of Education shall review applications for approval of early childhood education programs and may ap-

prove those prekindergarten programs after considering:

(a) The educational adequacy and type of program.

(b) The number of children who will be served by the program.

(c) The availability of trained personnel and facilities.

(d) The need for the program in the applying district. [1975 c.456 §3]

343.430 [1955 c.658 §3; 1961 c.541 §3; repealed by 1965 c.100 §456]

343.435 How district may provide early childhood education. Subject to the approval of the Superintendent of Public Instruction:

(1) The district school board of any school district in which there are resident children who are three years of age or older but who have not attained compulsory attendance age and who are not enrolled in a kindergarten of the district may:

(a) Provide early childhood education for such children as part of the district's educational program; or

(b) When the board considers a contract to be economically feasible and in the interests of the learning opportunities of eligible children, contract for instruction of such children in a school district operating an approved early childhood education program, subject to such reimbursement as the districts may agree.

(2) An education service district may operate an approved early childhood education program in the same manner as programs are provided under ORS 334.175 or 334.185. [1975 c.456 §4]

PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

(Definitions)

345.505 Definitions for ORS 345.505 to 345.585. As used in ORS 336.215, 345.505 to 345.585 and subsection (2) of 345.990 unless the context requires otherwise:

(1) "Educational services" means instructional programs but does not include programs limited solely to dancing, drama, music, religious or athletic instruction.

(2) "Private school" means a private elementary or secondary school operated by a person or by a private agency except as provided in paragraphs (a) and (b) of subsection (6) of ORS 339.030, offering education in prekindergarten, kindergarten, or grades 1 through 12 or any part thereof. [1975 c.557 §1; 1979 c.271 §1]

(Registration)

345.515 Registration with department. A school may be registered as a private school with the Department of Education in the manner provided in ORS 336.215, 345.505 to 345.585. [1975 c.557 §2]

345.525 Application for registration; qualifications. (1) The owner or operator of a private school, or the superintendent or principal thereof may apply to the Department of Education for registration of the school by submitting an application therefor on a form provided by the department.

(2) In order to become registered, the applicant must demonstrate to the satisfaction of the State Board of Education that:

(a) The teachers in the applicant schools are possessed of those qualifications necessary to establish the applicant's fitness as a teacher, but such qualifications shall not include the requirement that teachers be certificated.

(b) The applicant and the school employes are qualified by education and experience to provide instruction at the grade level or in the program to which they are assigned.

(c) The facility at which the school is located and the operation thereof are adequate to protect the health and safety of the children enrolled therein, including but not limited to fire protection and sanitation.

(d) The curriculum in grades prekindergarten, kindergarten, or 1 through 12 shall be such that it will consider the goals of modern education and the requirements of a sound, comprehensive curriculum with particular emphasis on establishment of the highest practical standards, and in secondary schools establishment of academic standards necessary to attend community colleges and institutions of higher education both within and without the State of Oregon. Courses shall be taught for a period of time equivalent to that required for children attending public schools. [1975 c.557 §3; 1979 c.271 §2]

345.535 Criteria for registration. (1) In adopting criteria for the registration of private schools, the State Board of Education shall take into consideration the unique qualities of private education while seeking to further the educational opportunities of students enrolled in such schools.

(2) After consultation with the advisory committee appointed under ORS 345.575, the State Board of Education shall establish minimum criteria for the registration of private schools.

(3) In establishing standards, the State Board of Education shall comply with the rules of the State Fire Marshal and the Health Division relating to fire protection, health and sanitation. [1975 c.557 §4]

345.545 Evaluation and registration; expiration; renewal; lapse; notice on refusal to register school. (1) Upon receipt of an application for registration, the Department of Education shall evaluate the private school and shall register the school if it finds that the school is in compliance with the requirements of ORS 345.525 and 345.535 and the rules adopted pursuant thereto. The registration expires October 14 next following its issuance. If the department refuses to register the school, it shall notify the applicant and give its reasons for the refusal.

(2) Registration under ORS 345.505 to 345.575 is renewable annually on or before October 15. Registration not renewed before October 15 shall be considered lapsed and may only be renewed in the manner required for initial registration. [1975 c.557 §5; 1979 c.387 §3]

345.555 Procedure for refusal to register or suspension or revocation of renewal. (1) A registration issued under ORS 345.545 may be suspended or revoked or renewal thereof denied if the Department of Education finds:

(a) The private school fails to comply with the requirements of ORS 345.525 and 345.535 and the rules adopted pursuant thereto.

(b) A false statement is made in the application for the registration or any information or report required under ORS 345.505 to

345.575 or such information or report is not furnished when required.

(2) The procedures for suspension or revocation or for refusal to issue or renew a registration under ORS 345.505 to 345.575 shall be considered a contested case within the meaning of ORS 183.310 to 183.500 and the procedures applicable thereto shall apply to registrations under ORS 345.505 to 345.575. [1975 c.557 §6]

345.585 Reports to department. Every registrant shall furnish promptly such reports and information as the State Board of Education by rule requires. [1975 c.557 §7]

(Advisory Committee)

345.575 Advisory committee; members; duties. (1) An advisory committee of seven members is established, to be appointed by the State Board of Education, on recommendation of the Superintendent of Public Instruction. Six members shall be selected from nominees of organizations of private schools and other segments of private education. One additional member shall be a lay person who is not associated with a private school. Members shall serve for a term of four years. No member is eligible to serve more than two terms consecutively.

(2) Members of the advisory committee shall receive no compensation for their service.

(3) The advisory committee shall advise the board on minimum criteria for private schools and on matters pertaining to the administration of ORS 345.505 to 345.575. [1975 c.557 §8]

(Miscellaneous)

345.585 Effect of teaching experience in private school. Teaching experience in a registered private or nonpublic school shall apply to meeting the requirements of paragraph (a) of subsection (3) of ORS 342.135. [1975 c.557 §12]

REPORTING OF CHILD ABUSE

418.740 Definitions for ORS 418.740 to 418.775. As used in ORS 418.740 to 418.775, unless the context requires otherwise:

(1) "Abuse" means:

(a) Any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury.

(b) Neglect which leads to physical harm. A child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall, for this reason alone, not be considered a neglected child within the meaning of ORS 418.740 to 418.775 and 419.476.

(c) Sexual molestation.

(2) "Child" means an unmarried person who is under 18 years of age.

(3) "Public or private official" means:

(a) Physician, including any intern or resident.

(b) Dentist.

(c) School employe.

(d) Licensed practical nurse or registered nurse.

(e) Employe of the Department of Human Resources, county health department, community mental health program, a county juvenile department, or a licensed child-caring agency.

(f) Peace officer.

(g) Psychologist.

(h) Clergyman.

(i) Social worker.

(j) Optometrist.

(k) Chiropractor.

(L) Certified provider of day care, foster care, or an employe thereof.

(m) Attorney.

(n) Naturopathic physician.

(4) "Law enforcement agency" means:

(a) Any city or municipal police department.

(b) Any county sheriff's office.

(c) The Oregon State Police.

(d) A county juvenile department. [1971 c.451 §2; 1973 c.408 §32; 1975 c.644 §2; 1979 c.791 §4]

418.745 Policy. The Legislative Assembly finds that for the purpose of facilitating the use of protective social services to prevent further abuse, safeguard and enhance the welfare of abused children, and preserve family life when consistent with the protection of the child by stabilizing the family and improving parental capacity, it is necessary and in the public interest to require mandatory reports and investigations of abuse of children. [1971 c.451 §1; 1975 c.644 §3]

418.765 Central registry of reports. A central state registry shall be established and maintained by the Children's Services Division. The local offices of the Children's Services Division shall report to the state registry in writing when investigation has shown that the child's condition was the result of abuse even if the cause remains unknown. Each registry shall contain information from reports catalogued both as to the name of the child and the name of the family. [1971 c.451 §6; 1973 c.306 §1; 1975 c.644 §9; 1977 c.741 §3]

418.770 Confidentiality of records; availability to law enforcement agencies and physicians. (1) Notwithstanding the provisions of ORS 192.001 to 192.500 and 192.610 to 192.990 relating to confidentiality and accessibility for public inspection of public records and public documents, reports and records compiled under the provisions of ORS 418.750 to 418.762 and 418.765 are confidential and are not accessible for public inspection. However, the Children's Services Division shall make records available to any law enforcement agency or a child abuse registry in any other state for the purpose of subsequent investigation of child abuse, and to any physician, at his request, regarding any child brought to him or coming before him for examination, care or treatment.

(2) Any record made available to a law enforcement agency in this state or a physician in this state, as authorized by subsection

(1) of this section, shall be kept confidential by the agency or physician.

(3) No officer or employe of the Children's Services Division, any social service agency, any law enforcement agency or any physician shall release any information not authorized by subsection (1) of this section. [1971 c.451 §7; 1973 c.306 §2; 1975 c.644 §10; 1977 c.741 §4]

418.775 Certain privileges not grounds for excluding evidence in court proceedings on child abuse. (1) In the case of abuse of a child, as defined in ORS 418.740, the physician-patient privilege, the husband-wife privilege, and the privilege extended to staff members of schools and to nurses under ORS 44.040 shall not be a ground for excluding evidence regarding a child's abuse, or the cause thereof, in any judicial proceeding resulting from a report made pursuant to ORS 418.750.

(2) In any judicial proceedings resulting from a report made pursuant to ORS 418.750, either spouse shall be a competent and compellable witness against the other. [Formerly 146.770; 1973 c.110 §1; 1975 c.644 §11]

DAY CARE FACILITIES

418.805 Definitions for ORS 418.805 to 418.885. As used in ORS 418.805 to 418.885, unless the context requires otherwise:

(1) "Babysitter" means a person who provides day care services for children if the compensation therefor is paid directly by the parent or legal guardian or if the service is provided without any compensation in either of the following:

(a) The home of the parent or guardian; or

(b) The home of the babysitter:

(A) If the service is provided for not more than five children for eight or more hours in a 24-hour period; and

(B) If the service is provided for not more than four other children for not more than three consecutive hours and not more than six total hours in a 24-hour period but for not more than a total of nine children including the babysitter's children at any one time.

(2) "Child" means a child under 15 years of age.

(3) "Day care" means care provided to a child during a part of the 24 hours of the day, with or without compensation. "Day care" does not include care provided:

(a) In the home of the child;

(b) By the child's parent, guardian, or person acting in loco parentis;

(c) By a person related to the child by blood or marriage within the fourth degree as determined by civil law;

(d) On an occasional basis by a person not ordinarily engaged in providing day care;

(e) By providers of medical services; or

(f) By a babysitter.

(4) "Day care facility" means any facility that provides day care to three or more children, including a day nursery, nursery school group, family day care home or similar unit operating under any name, but not including any:

(a) Facility providing care that is primarily educational, unless provided to a preschool child for more than four hours a day.

(b) Facility providing care that is primarily supervised training in a specific subject, including but not limited to dancing, drama, music, or religion.

(c) Facility providing care that is primarily an incident of group athletic or social activities sponsored by or under the supervision of an organized club or hobby group.

(d) Facility operated by a school district, political subdivision of this state or a governmental agency.

(e) Residential facility licensed under ORS 443.400 to 443.455 and subsection (2) of 443.991.

(f) Facility operated by a babysitter. [1969 c.641 §1; 1977 c.717 §20; 1979 c.745 §1]

418.810 Certificate of approval for day care facility. (1) No person shall operate a day care facility caring for six or more children without a certificate of approval for such facility from the Children's Services Division.

(2) Any person operating a day care facility for fewer than six children may apply for a certificate of approval for such facility from the Children's Services Division. [1969 c.641 §2; 1971 c.401 §48; 1975 c.311 §1]

418.815 Requirements for certificate. A person applying for a certificate of approval for a day care facility shall demonstrate to the satisfaction of the Children's Services Division that:

(1) His moral character and habits will not endanger the well-being of children for whom he is to provide care.

(2) His attitude toward children and his understanding of their needs qualify him to care for children.

(3) He is physically and mentally capable of caring for children.

(4) The facility and its operation are adequate to protect the health, the safety and the physical, moral and mental well-being of the children to be cared for in the facility, including but not limited to:

(a) Adequate staffing by suitable persons qualified by education or experience to meet their respective responsibilities in the care of children.

(b) Adequate physical facilities for the care of children, such as building construction, sanitation, plumbing, heating, lighting, ventilation, maintenance, indoor and outdoor activity areas and fire protection.

(c) A program of activities conforming to recognized practices in the areas of child welfare, education and physical and mental health to provide opportunity for development and recreation.

(d) Exclusion from the facility of individuals whose presence may be detrimental to the welfare of children. [1969 c.641 §3; 1971 c.401 §49]

418.820 Minimum standards for day care facilities. After consultation with appropriate agencies and interested persons, the Children's Services Division shall establish minimum standards for day care facilities and the operation thereof and for the administration of ORS 418.805 to 418.885. In establishing minimum standards of health and safety,

the division shall consult with the Health Division and the State Fire Marshal and shall give consideration to their recommendations and to all basic requirements for the protection of the children to receive day care, including the criteria prescribed in ORS 418.815, and may adopt rules applicable to different categories of day care facilities, considering:

(1) The numbers and ages of the children to receive care in the day care facility.

(2) The number, experience and training of the staff of the day care facility.

(3) The types and qualities of equipment and other factors in the physical plant of the day care facility.

(4) Any other factor affecting the care provided in the day care facility. [1969 c.641 §4; 1975 c.268 §1]

418.825 Investigation; temporary certificate; division as state agency for federal program. (1) Upon receipt of an application for a certificate of approval, accompanied by the required fee, the Children's Services Division may cause an investigation to be made and, subject to reasonable terms and conditions, shall issue a certificate of approval if it finds that the day care facility and its operations are in compliance with the requirements of ORS 418.805 to 418.885 and the rules promulgated pursuant thereto.

(2) The Children's Services Division may issue a temporary certificate of approval, subject to reasonable terms and conditions, for a period not longer than 180 days to a day care facility which does not comply with the requirements and rules if the division finds that the health and safety of any child will not be endangered thereby. Not more than one temporary certificate of approval shall be issued for the same day care facility in any 12-month period.

(3) The Children's Services Division shall serve as the state agency authorized, upon request, to certify compliance with applicable federal day care standards or requirements by any facility providing day care in the state. [1969 c.641 §5; 1971 c.401 §50]

418.830 Fee; expiration date of certificate; transferability. (1) Application for a certificate of approval or for the annual renewal thereof shall be made to the Children's Services Division on forms provided by the division and accompanied by a nonrefundable fee. The fee shall vary according to the number of children for which the facility is requesting to be certified, shall be determined and applied through rules promulgated by the division, and shall not exceed $25 per year.

(2) All fees received under subsection (1) of this section shall be deposited in the account established under ORS 411.240 and may be used for the administration of ORS 418.805 to 418.885.

(3) Any certificate of approval issued pursuant to ORS 418.805 to 418.885 authorizes operation of the facility only on the premises described in the certificate and only by the person named in the certificate.

(4) Unless sooner revoked, a temporary certificate of approval expires on the date specified therein. Unless sooner revoked and except as provided in subsection (2) of ORS 418.835, an annual certificate of approval expires one year from the date of issuance. [1969 c.641 §6; 1971 c.401 §51; 1975 c.311 §2]

418.835 Renewal of certificate; effect of renewal application. (1) A certificate of approval authorized by ORS 418.805 to 418.885 may be renewed upon submission of application and payment of required fee not later than 30 days prior to the expiration date of the current certificate of approval, if the Children's Services Division finds that the day care facility for which renewal of certificate is sought is in compliance with the requirements of ORS 418.805 to 418.885 and the rules promulgated pursuant thereto.

(2) Upon submission of application for renewal in proper time, manner and form, and payment of required fee, the current certificate of approval, unless officially revoked shall remain in force until the Children's Services Division has acted on the application for renewal and has given notice of the action taken. [1969 c.641 §7; 1971 c.401 §52]

418.840 Denial, suspension or revocation of certificate. An application for certificate of approval or renewal may be denied or a temporary or annual certificate of approval may be revoked or suspended if the Children's Services Division finds:

(1) That the facility or its operation does not comply with ORS 418.805 to 418.885 or with applicable rules or with any term or condition imposed under the certificate of approval; or

(2) That visitation or inspection of a facility or its records authorized by ORS 418.850 or 418.855 has not been permitted. [1969 c.641 §8; 1975 c.268 §2]

418.845 Notice; hearing; decision; judicial review. (1) Upon deciding to revoke, suspend or not to renew an annual certificate of approval, the Children's Services Division shall give notice and opportunity for hearing as provided in ORS 183.310 to 183.500.

(2) The Children's Services Division shall make the final decision and notice thereof shall be sent by certified mail to the address of the day care facility as shown on the records of the division. The decision of the division is reviewable by the Court of Appeals in the manner provided in ORS 183.480 for the review of orders in contested cases. [1969 c.641 §9; 1971 c.401 §53; 1973 c.612 §19]

418.850 Division inspection of premises; right of entry; reports and information. (1) Whenever an authorized representative of the Children's Services Division is advised or has reason to believe that a day care facility is providing day care to six or more children without a certificate of approval, he may visit and inspect the premises of the facility at any reasonable time to determine whether the facility is subject to the requirements of ORS 418.805 to 418.885.

(2) An authorized representative of the Children's Services Division may inspect the premises of any day care facility to which a certificate of approval has been issued at any reasonable time to determine whether it is in conformity with ORS 418.805 to 418.885 and the rules promulgated pursuant thereto.

(3) The director and operator of a day care facility shall permit an authorized representative of the division to inspect records of the

facility and shall furnish promptly reports and information required by the division. [1969 c.641 §11; 1971 c.401 §54; 1975 c.311 §3]

418.855 Inspection of premises; report. (1) An authorized representative of the Health Division may inspect the premises of a day care facility caring for seven or more children to determine whether the facility is in conformity with applicable laws and regulations relating to health and sanitation.

(2) An authorized representative of the Health Division shall inspect any day care facility when requested to do so by the Children's Services Division in accordance with arrangements under ORS 418.865 and shall submit written finding to the division. The division shall not issue or renew any certificate of approval for any day care facility for which an inspection by the Health Division has been requested unless an authorized representative of the Health Division submits a written finding that the facility is in compliance with applicable laws and regulations relating to health and sanitation. [1969 c.641 §12; 1971 c.401 §55]

418.860 Search warrant. (1) In the event that any authorized representative of the Children's Services Division, Health Division or other agency is denied access to any premises for the purpose of making an inspection in the administration of ORS 418.805 to 418.885, the representative shall not inspect the premises without a search warrant.

(2) Application for a search warrant to inspect the premises shall be made to any magistrate authorized to issue a warrant of arrest. The application must be supported by an affidavit filed with the magistrate showing probable cause for the inspection by stating the purpose and extent of the proposed inspection, the statutes and rules which provide the basis for inspection, whether it is a routine or periodic inspection or an inspection instituted by complaint and other specific or general information concerning the premises.

(3) If the magistrate is satisfied that there is probable cause to believe that the grounds of the application exist, he shall issue the search warrant specifying the purpose and extent of the inspection of the premises covered by the warrant. [1969 c.641 §13; 1971 c.401 §56]

418.865 Cooperative agreements relating to inspection of facilities. The Children's Services Division may enter into cooperative arrangements with the Health Division, the State Fire Marshal and other public agencies for the provision of services in the inspection of day care facilities in the administration of ORS 418.805 to 418.885. The arrangements shall designate which services shall be reimbursed and the rate and manner of reimbursement. [1969 c.641 §15; 1971 c.401 §57]

418.870 Injunction. Without the necessity of prior administrative proceedings or hearing and entry of an order or at any time during such proceedings if they have been commenced, the Children's Services Division may institute proceedings to enjoin the operation of any day care facility operating in violation of ORS 418.805 to 418.885 or the rules promulgated pursuant thereto. [1969 c.641 §14; 1971 c.401 §58]

418.875 [1969 c.641 §4a; 1971 c.401 §59; repealed by 1975 c.352 §2]

418.880 [1969 c.641 §§4b, 4c; 1971 c.401 §60; repealed by 1975 c.352 §2]

418.885 Division to assist day care facilities. The Children's Services Division may consult with, advise or train the staffs of day care facilities or other interested persons concerning day care programs. [1969 c.641 §10; 1971 c.401 §61]

418.890 Separate sleeping quarters not required for certain persons providing day care or babysitting services; exemption from age group segregation requirements. Notwithstanding any other provision of law, children of any person providing babysitting or day care services within the person's own home shall not be required to sleep in any area other than their normal sleeping quarters. Such children related by blood within the first degree of consanguinity shall not be segregated by age grouping while in the care of a person providing babysitting or day care services if the parents request exemption from the operation of any statute or rule requiring such segregation or separation by age. [1979 c.745 §2]

418.920 Contract with 4C councils for issuing facility certificates of approval. The Children's Services Division may contract with 4C councils for the purpose of issuing certificates of approval to operate day care facilities and certifying compliance with applicable federal standards, solely for these purposes 4C councils are extensions of the Children's Services Division. [1979 c.524 §5]

DISEASE CONTROL IN SCHOOLS

433.255 Persons with or exposed to communicable disease excluded from school. No pupil, teacher or school employe shall be permitted to attend any private, parochial or public school when afflicted with any communicable disease, nor shall they be permitted to attend such school from any house in which exists any communicable disease, except in strict conformity with the rules of the division. [Amended by 1973 c.259 §18]

433.260 Exclusion of diseased or exposed person; return to school. Whenever any school principal or teacher in any private, parochial or public school has reason to suspect that any pupil or school employe is afflicted with or has been exposed to any communicable disease required by the rules of the division to be excluded from school, such principal or teacher shall send such person home and report the occurrence to the local health officer by the most direct means available. Any person so excluded shall not be permitted to again attend school until he presents a certificate from a physician licensed by the Board of Medical Examiners for the State of Oregon or by the Naturopathic Board of Examiners stating that he is not afflicted with nor a carrier of any communicable disease. [Amended by 1973 c.259 §19; 1979 c.731 §7]

433.263 Definitions for ORS 433.263 to 433.276. As used in ORS 433.263 to 433.276:

(1) "Local health department" means the district, county or city board of health, health officer or health department having jurisdiction within the area.

(2) "Physician" means a physician licensed by the Board of Medical Examiners for the State of Oregon or by the Naturopathic Board of Examiners or a commissioned medical officer of the Armed Forces or Public Health Service of the United States.

(3) "School administrator" means the principal or other such person having general control and supervision of the school. [1973 c.566 §1; 1979 c.731 §8]

433.265 [Repealed by 1973 c.259 §20]

433.267 Immunization of school children; exceptions. Prior to and as a condition of his initial enrollment in any public, private or parochial school of this state, every child between five and 14 years of age shall submit to the school administrator one of the following statements:

(1) A statement signed by a physician or a representative of the local health department that he has received an initial immunization and prescribed reinforcing immunization against the communicable diseases pursuant to rules of the Health Division as provided in ORS 433.273; or

(2) A statement signed by a physician that the physical condition of the child is such that the immunization would seriously endanger his health; or

(3) A statement signed by his parents or guardian that he has not been immunized as described in subsection (1) of this section because he is being reared as an adherent to a religion the teachings of which are opposed to such immunization; or

(4) A statement signed by the parent or guardian of a child entering the school from outside the state that he will arrange to have necessary immunization initiated by a physician or local health department within 30 days. [1973 c.566 §2; 1977 c.457 §1]

433.269 Free immunization by local health departments. Local health departments shall make available immunizations to be administered under the direction of the local health officer in areas convenient to the student free of charge to those children who are unable to acquire them from other physicians. [1973 c.566 §3]

433.270 [Repealed by 1973 c.259 §20]

433.273 Rules of division. The Health Division shall adopt rules pertaining to the communicable diseases, including rubella, for which immunization is required and the approved means of immunization and indicated reinforcing immunization under ORS 433.267, including recommended optimum ages for administration of such immunizations. [1973 c.566 §4; 1977 c.457 §2]

433.275 Refusal to enroll pupil not complying with ORS 433.267. The school administrator of any school at which a pupil applies for enrollment without meeting the requirements of ORS 433.267 shall refuse to enroll the pupil until the requirements are met. [1973 c.566 §5]

APPENDIX D

BOOKS, ARTICLES AND PAMPHLETS

	BOOKS	ADDRESS
1	Abidin, Richard R *Parenting Skills* (New York: Human Sciences Press, 1976) Book and workbook	Human Sciences Press 72 Fifth Avenue New York, NY 10O11
2	Abraham, Willard *Living With Preschoolers* (Phoenix, AZ: O'Sullivan, Woodside and Company, 1976)	O'Sullivan, Woodside and Company 2218 E Magnolia Phoenix, AZ 85034
3	Ambron, Sueann Robinson *Child Development* (New York: Holt, Rinehart, and Winston, 1978)	Holt, Rhinehart, and Winston, Incorporated 383 Madison Avenue New York, NY 10017
4	Ames, Louise Bates *Child Care and Development* (Philadelphia: J B Lippincott Company, 1979)	J B Lippincott Company East Washington Square Philadelphia, PA 19105
5	Arnstein, Helen S *Billy and Our New Baby* (New York: Behavioral Publications, 1973)	Behavioral Publications, Incorporated 2852 Broadway New York, NY 10025
6	Axline, Virginia M *Dibs: In Search of Self* (New York: Ballantine Books, 1976)	Ballantine Books, Incorporated 201 E 50th Street New York, NY 10022
7	Axline, Virginia M *Play Therapy* (New York: Ballantine Books, 1969)	(See 6)
8	Baker, Katherine R *Ideas That Work With Young Children* (Washington, DC: National Association for the Education of Young Children, 1972)	National Association for the Education of Young Children 1834 Connecticut Avenue NW Washington, DC 20009
9	Baker, Katherine R *Let's Play Outdoors* (Washington, DC: National Association for the Education of Young Children, 1966)	(See 8)
10	Baker, Katherine R and Xenia F Fane *Understanding and Guiding Young Children*, Third Edition (Englewood Cliffs, NJ: Prentice-Hall, 1975)	Prentice-Hall, Incorporated Englewood Cliffs, NJ 07632
11	Barlin, Anne Lief *Teaching Your Wings to Fly—The Nonspecialist Guide to Movement Activities* (Santa Monica, CA: Goodyear Publishing Company, 1979)	Goodyear Publishing Company, Incorporated Santa Monica, CA 904O1

12	Batelle Memorial Institute *Early Childhood Development Programs and Services: Planning for Action* (Washington, DC: National Association for the Education of Young Children)	(See 8)
13	*Baths and Babies* (New Brunswick, NJ: Johnson and Johnson)	Johnson and Johnson 501 George Street New Brunswick, NJ 08903
14	Bauer, Caroline Feller *Handbook for Storytellers* (Chicago: American Library Association, 1977)	American Library Association 50 E Huron Street Chicago, IL 60611
15	Beard, Ruth M *Outline of Piaget's Developmental Psychology for Students and Teachers* (New York: New American Library, 1972)	New American Library, Incorporated 1301 Avenue of the Americas New York, NY 10019
16	Bellassai, Marcia, Doris N Drug and Vernon E Palmour *Evaluation of the Office of Economic Opportunity Child Development Center* (Rockville, MD: Westat Research, 1972)	Westat Research, Incorporated Rockville, MD 20850
17	Biber, Barbara, et al *Promoting Cognitive Growth: A Developmental Interaction Point of View* (Washington, DC: National Association for the Education of Young Children, 1977)	(See 8)
18	*Birth Defects: The Tragedy and the Hope* (New York: March of Dimes, 1979)	March of Dimes 315 Park Avenue S New York, NY 10010
19	Bland, Jane Cooper *The Art of the Young Child* (New York: Museum of Modern Art, 1968)	Museum of Modern Art 11 W 53rd Street New York, NY 10019
20	Boehm, Ann E and Richard A Weinberg *The Classroom Observer, A Guide to Developing Observation Skills* (New York: Teachers College Press, 1977)	Teachers College Press Columbia University 1234 Amsterdam Avenue New York, NY 10027
21	Brisbane, Holly E and Audrey Riker *The Developing Child* (Peoria, IL: Charles A Bennett Company, 1971)	Charles A Bennett Company, Incorporated 809 W Detweiller Drive Peoria, IL 61614
22	Callahan, Sidney *The Working Mother: How Liberated Women Can Combine Work With Child Rearing* (Riverside, NJ: Macmillan Publishing Company, 1971)	Macmillan Publishing Company, Incorporated 866 Third Avenue New York, NY 10022
23	Carson, Ruth *So You Want to Adopt a Child* (New York: Public Affairs Pamphlet 173A, 1968)	Public Affairs Committee 381 Park Avenue S New York, NY 10016

24	Cazden, Courtney B *Language in Early Childhood Education* (Washington, DC: National Association for the Education of Young Children, 1972)	(See 8)
25	Cherry, Clare *Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians* (Belmont, CA: Fearon Publishers, 1971)	Fearon Publishers 6 Davis Drive Belmont, CA 94002
26	*Child Care Aide* (Lubbock, TX: Texas Tech University, School of Home Economics, 1969) Teacher and student editions	Texas Tech University PO Box 4170 Lubbock, TX 79409
27	Cohen, Dorothy H and Virginia Stern *Observing and Recording the Behavior of Young Children* (New York: Teachers College Press, 1978)	(See 20)
28	Cohen, Monroe *Growing Free, Ways to Help Children Overcome Sex Role Stereotypes* (Washington, DC: Association for Childhood Education International, 1976)	(See 8)
29	Cole, Ann, et al *A Pumpkin in a Pear Tree, Creative Ideas for Twelve Months of Holiday Fun* (Boston: Little, Brown and Company, 1976)	Little, Brown and Company 34 Beacon Street Boston, MA 02114
30	Craig, Eleanor *P.S. You're Not Listening* (New York: New American Library, 1973)	(See 15)
31	Croft, Doreen J *Be Honest With Yourself. A Self-Evaluation Handbook for Early Childhood Education Teachers* (Belmont, CA: Wadsworth Publishing Company, 1976)	Wadsworth Publishing Company, Incorporated 10 Davis Drive Belmont, CA 94002
32	Croft, Doreen J and Robert D Hess *An Activities Handbook for Teachers of Young Children* (Boston: Houghton-Mifflin Company, 1975)	Houghton-Mifflin Company 1 Beacon Street Boston, MA 02108
33	Croft, Doreen J and Robert D Hess *Teachers of Young Children* (Boston: Houghton-Mifflin Company, 1975)	(See 32)
34	Cross, Aleene, *Introductory Homemaking* (New York: J B Lippincott Company, 1970)	(See 4)
35	DeRosis, Helen *Parent Power/Child Power* (New York: McGraw-Hill Book Company, 1974)	McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020
36	*Discovering the Physical World* (New York: Scholastic Book Services)	Scholastic Book Services 50 W 44th Street New York, NY 10036

37	Dittman, Laura L *Curriculum Is What Happens* (Washington, DC: National Association for the Education of Young Children, 1977)	(See 3)
38	Dittman, Laura L *What We Can Learn from Infants* (Washington, DC: National Association for the Education of Young Children)	(See 8)
39	Dobson, James *Dare to Discipline* (Glendale, CA: Regal Books, 1972)	Regal Books Box 1591 Glendale, CA 91209
40	"Drama of Life Before Birth" *Life*, LVIII, Number 17 (April 30, 1965)	Time Life, Incorporated 541 Fairbanks Court Chicago, IL 60611
41	Draper, Mary Wanda and Henry E Draper *Caring for Children* (Peoria, IL: Charles A Bennett Company, 1975)	(See 21)
42	Draper, Henry E and Mary Wanda Draper *Studying Children, Observing and Participating* (Peoria, IL: Charles A Bennett Company, 1977)	(See 21)
43	Dreikurs, Rudolf *Psychology in the Classroom: A Manual for Teachers* (New York: Harper and Row Publishers, 1968)	Harper and Row Publishers, Incorporated 10 E 53rd Street New York, NY 10022
44	Dreikurs, Rudolf and Vicki Soltz *Children The Challenge* (New York: Hawthorn Books, 1976)	Hawthorn Books, Incorporated 260 Madison Avenue New York, NY 10016
45	Duvall, Evelyn M *Family Development* (New York: J B Lippincott Company, 1971)	(See 4)
46	Engstrom, Georgiana *Play: The Child Strives Toward Self-Realization* (Washington, DC: National Association for the Education of Young Children, 1971)	(See 8)
47	Evans, E Belle, et al *Day Care: How to Plan, Develop and Operate a Day Care Center* (Boston: Beacon Press, 1973)	Beacon Press, Incorporated 25 Beacon Street Boston, MA 02108
48	*Exploration in Language* (Englewood Cliffs, NJ: Scholastic Book Services)	(See 36)
49	Falkenburg, William K, et al *Denver Developmental Screening Test* (Denver, CO: LADOC Project and Publishing Foundation, 1975)	LADOC Project and Publication Foundation, Incorporated E 51st Avenue and Lincoln Denver, CO 80216
50	Fane, Xenia F *Child Care Careers* (Englewood Cliffs, NJ: Prentice-Hall, 1978)	(See 10)

51	*Feeding Little Folks* (Chicago, IL: National Dairy Council)	National Dairy Council 111 N Canal Street Chicago, IL 60606
52	Ferrlira, Nancy J *The Mother-Child Cook Book* (Menlo Park, CA: Pacific Coast Publishers)	Pacific Coast Publishers 4085 Campbell Avenue Menlo Park, CA 94025
53	Fleiss, Bernice H *Beginners Bibliography* (Washington, DC: National Association for the Education of Young Children)	(See 8)
54	Fleming, Bonnie Mack and Darlene Softley Hamilton *Resources for Creative Teaching in Early Childhood Education* (New York: Harcourt, Brace, Jovanovich, 1974)	Harcourt, Brace, Jovanovich, Incorporated 757 Third Avenue New York, NY 10017
55	Fleming, Bonnie, Darlene Softley Hamilton and Joanne Deal Hicks *Resources for Creative Preschool Teaching* (New York: Harcourt, Brace, Jovanovich, 1974)	(See 54)
56	*Food Before Six* (Chicago, IL: National Dairy Council, 1973)	(See 51)
57	Ginott, Haim G *Between Parent and Child* (New York: Avon Books, 1973)	Avon Books 959 Eighth Avenue New York, NY 10019
58	Ginott, Haim G *Teacher and Child* (New York: Avon Books, 1975)	(See 57)
59	Goldsmith, C *Better Day Care for the Young Child Through a Merged Governmental and Non-Governmental Effort* (Washington, DC: National Association for the Education of Young Children)	(See 8)
60	Goode, William J *The Family* (Englewood Cliffs, NJ: Prentice-Hall, 1964)	(See 10)
61	Haupt, Dorothy *Science Experiences for Nursery School Children* (Washington, DC: National Association for the Education of Young Children)	(See 8)
62	*Healthy Snacks* (Portland, OR: Oregon State Health Division, Health Education Section)	Oregon State Health Division Health Education Section 1400 SW Fifth Street Portland, OR 97201

63	Herbert, Cindy *I See a Child* (Garden City, NY: Anchor Press, Doubleday and Company, 1974)	Anchor Press Doubleday and Company, Incorporated 501 Franklin Avenue Garden City, NY 11530
64	Hess, Robert D and Coreen J Croft *Teachers of Young Children* (New York: Houghton-Mifflin Company, 1972)	(See 32)
65	Hoffman, James and Joan Hoffman *Pre-Kindergarten Discoveries* (Minneapolis, MN: T S Denison and Company)	T S Denison and Company, Incorporated 5100 W 82nd Street Minneapolis, MN 55431
66	Holt, John *How Children Learn* (New York: Dell Publishing Company, 1972)	Dell Publishing Company, Incorporated 245 E 47th Street New York, NY 10017
67	Holt, John *What Do I Do Monday?* (New York: E P Dutton and Company, 1970)	E P Dutton and Company, Incorporated 201 Park Avenue S New York, NY 10003
68	Honig, Alice S *Parent Involvement in Early Childhood Education* (Washington, DC: National Association for the Education of Young Children, 1975)	(See 8)
69	*How to Select Infants' and Children's Clothing* (Chicago: Sears, Roebuck and Company)	Sears, Roebuck and Company Consumer Education Division Sears Tower Chicago, IL 60606
70	Hymes, James L, Jr *Early Childhood Education* (Washington, DC: National Association for the Education of Young Children, 1975)	(See 8)
71	*The Idea Box, Five Booklets* (Washington, DC: National Association for the Education of Young Children, 1973)	(See 8)
72	*Infant Care* (Washington, DC: U S Department of Health, Education and Welfare, Children's Bureau)	U S Department of Health, Education and Welfare Children's Bureau 330 Independence Avenue SW Washington, DC 20202
73	*The Infants We Care For* (Washington, DC: National Association for the Education of Young Children, 1973)	(See 8)
74	Jones, Elizabeth *What is Music for Young Children?* (Washington, DC: National Association for the Education of Young Children, 1973)	(See 8)

75	*Mother May I (A Children's Activities Guide)* (Walla Walla, WA: Junior Club of Walla Walla, Happy Hours Nursery)	Junior Club of Walla Walla Happy Hours Nursery Walla Walla, WA 99362
76	Katzev, Aphra and Nancy Bragdon *Child Development*, Second Edition (New York: Holt, Rinehart, and Winston, 1978)	(See 3)
77	Katzev, Aphra and Nancy Bragdon *Child Development Instructor's Manual* (New York: Holt, Rinehart, and Winston, 1978)	(See 3)
78	Katzev, Aphra and Nancy Bragdon *Child Development Self-Scoring Workbook* (New York: Holt, Rinehart, and Winston, 1978)	(See 3)
79	Keister, M D *The "Good Life" for Infants and Toddlers* (Washington, DC: National Association for the Education of Young Children, 1977)	(See 8)
80	Kellogg, Elizabeth T and Dorothy M Hill *Following Through with Young Children* (Washington, DC: National Association for the Education of Young Children, 1969)	(See 8)
81	Kelley, Eleanor, et al "How to Help Your Students Be Successful in Job Hunting," *Journal of Home Economics* (November 1976, pp 32-35)	American Home Economics Association 2010 Massachusetts Avenue NW Washington, DC 20036
82	Killilea, Marie *Karen* (Englewood Cliffs, NJ: Prentice-Hall, 1962)	(See 10)
83	Kirk, Samuel A *Educating Exceptional Children* (New York: Houghton-Mifflin Company, 1972)	(See 32)
84	Kjer, Dell C *The Significance of the Young Child's Motor Development* (Washington, DC: National Association for the Education of Young Children, 1971)	(See 8)
85	Kritchevsky, Sybil, Elizabeth Prescott and Lee Walling *Planning Environments for Young Children—Physical Space* (Washington, DC: National Association for the Education of Young Children, 1977)	(See 8)
86	*Learning to Adjust* (Englewood Cliffs, NJ: Scholastic Book Services)	(See 36)
87	Leeper, S H, et al *Good Schools for Young Children* (Riverside, NJ: Macmillan Publishing Company, 1974)	(See 22)

88 Levine, Edna S *Lisa and Her Soundless World* (New York: Human Sciences Press, 1974) — (See 1)

89 Mack, Jeanne *Early Childhood Development and Education* (Albany, NY: Delmar Publishers, 1975) — Delmar Publishers, Division of Litton Educational Publishing, Incorporated, PO Box 5087, Albany, NY 12205

90 Martin, Beatrice D *Teaching Young Children* (Albany, NY: Delmar Publishers, 1975) — (See 89)

91 Massoglia, Elinor Tripato *Early Childhood Education in the Home* (Albany, NY: Delmar Publishers, 1977) — (See 89)

92 McFadden, Dennis *Early Childhood Development Programs and Services: Planning for Action* (Washington, DC: National Association for the Education of Young Children, 1973) — (See 8)

93 McVickar, P *Imagination* (Washington, DC: National Association for the Education of Young Children, 1972) — (See 8)

94 Montessori, Maria *The Absorbent Mind* (New York: Dell Publishing Company, 1969) — (See 66)

95 Muller, Philippe *The Tasks of Childhood* (New York: McGraw-Hill Book Company, 1969) — (See 35)

96 Neufeld, John *Edgar Allan* (New York: New American Library, 1969) — (See 15)

97 Nimnicht, Glen, Onlie McAfee and John Meier *The New Nursery School* (Morristown, NJ: General Learning Corporation, 1969) — General Learning Corporation, 250 James Street, Morristown, NJ 07960

98 Norris, Marilyn White *Caring for Kids* (New York: Gregg/McGraw-Hill, 1978) — (See 35)

99 Patterson, Gerald R *Families: Applications of Social Learning to Family Life* (Champaign, IL: Research Press, 1971) — Research Press, Box 3177, City Fair Station, Champaign, IL 61820

100 Patterson, Gerald R and Elizabeth M Gullion *Living With Children: New Methods for Parents and Teachers* (Champaign, IL: Research Press, 1971) — (See 99)

101 *Perspectives on Child Care* (Washington, DC: National Association for the Education of Young Children, 1973) — (See 8)

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102	*Planning Meals During Pregnancy, After Baby Arrives* (Portland, OR: Oregon State Health Division, Maternal and Child Health Section)	(See 62)
103	*Playing it Safe in Toyland* (Rockville, MD: U S Department of Health, Education and Welfare, Food and Drug Administration)	(See 72)
104	Quill, Jeanna *One Giant Step: A Guide for Head Start Aides* (Washington, DC: National Association for the Education of Young Children)	(See 8)
105	*Reaching Out* (Englewood Cliffs, NJ: Scholastic Book Services)	(See 36)
106	Read, Katherine H *The Nursery School: A Human Relationship and Learning* (Philadelphia: W B Saunders Company, 1976)	W B Saunders Company 218 West Washington Square Philadelphia, PA 19105
107	*Ring A Ring O'Roses* (Flint, MI: Flint Board of Education, 1974)	Flint Board of Education Flint, MI 48503
108	Robison, Helen F *Exploring Teaching in Early Childhood Education* (Boston: Allyn and Bacon, 1977)	Allyn and Bacon, Incorporated 470 Atlantic Avenue Boston, MA 02210
109	Ruben, Margarete *Parent Guidance in the Nursery School* (New York: International Universities Press, 1970)	International Universities Press, Incorporated 239 Park Avenue S New York, NY 10003
110	Seaver, Judith W, et al *Careers With Young Children: Making Your Decision* (Washington, DC: National Association for the Education of Young Children, 1979)	(See 8)
111	*Senses and Sensitivity* (Englewood Cliffs, NJ: Scholastic Book Services)	(See 36)
112	Spenser, Zane A *150 Plus! Games and Activities for Early Childhood* (Belmont, CA: Fearon Publishers, 1976)	(See 25)
113	Spock, Benjamin *Baby and Child Care* (New York: Pocket Books, 1968)	Pocket Books, Incorporated 630 Fifth Avenue New York, NY 10020
114	Sponseller, Doris *Play as a Learning Medium* (Washington, DC: National Association for the Education of Young Children, 1974)	(See 8)
115	Sprung, Barbara *Perspectives on Non-Sexist Early Childhood Education* (New York: Teachers College Press, 1978)	(See 20)

116	Stone, Jeanette Galambos *A Guide to Discipline* (Washington, DC: National Association for the Education of Young Children, 1978)	(See 8)
117	*Sunset Crafts for Children* (Menlo Park, CA: Lane Publishing Company, 1973)	Lane Publishing Company Willow and Middlefield Roads Menlo Park, CA 94025
118	*Things to Make For Children* (Menlo Park, CA: Lane Publishing Company, 1973)	(See 117)
119	Taylor, Barbara *A Child Goes Forth* (Provo, UT: Brigham Young University Press, 1970)	Brigham Young University Press 209 University Press Building Provo, UT 84601
120	*Teachers of Young Children* (Englewood Cliffs, NJ: Scholastic Book Services)	(See 36)
121	"Teens Explore Toyland" *Illinois Teacher*, XV, Number 3 (January-February 1973, pp 229-241)	Illinois Teacher University of Illinois 351 Education Building Urbana, IL 61801
122	"Tips and Topics for Home Economics" *Texas Tech*, 14:4 (May 1974, entire issue)	(See 26)
123	Todd, V E and H Heffernan *The Years Before School: Guiding Preschool Children* (New York: Macmillan Publishing Company, 1970)	(See 32)
124	Ulowetz, E A *Gross Perceptual Motor Training Activities* (Vancouver, WA: Vancouver Public Schools)	Vancouver Public Schools 605 N Devine Road Vancouver, WA 98661
125	*We Want You to Know About Preventing Childhood Poisonings* (Rockville, MD: U S Department of Health, Education and Welfare, Public Health Service) (No. HEW 75-7001)	(See 72)
126	Weikart, David P, Linda Rogers, Carolyn Adcock and Donna McClelland *The Cognitively Oriented Curriculum* (Washington, DC: National Association for the Education of Young Children, 1971)	(See 8)
127	Westlake, Helen G and Mae Westbrooke *Children: A Study of Individual Behavior* (Lexington, MA: Ginn and Company, 1973)	Ginn and Company 191 Spring Street Boston, MA 02173
128	Williamson, Sandy *Exploring Experiencing the Challenge of Children* (Minneapolis, MN: Conrad Publishing Company, 1979)	Conrad Publishing Company Box 29204 Minneapolis, MN 55429
129	Wilson, Louise *This Stranger, My Son* (New York: New American Library, 1971)	(See 15)

130 Yamamotu, Kaoru *The Child and His Image: Self-Concept in the Early Years* (Boston: Houghton-Mifflin Company, 1972) (See 32)

131 *Young Children Thinking* (Englewood Cliffs, NJ: Scholastic Book Services) (See 36)

PERIODICALS

132 *American Baby*
American Baby, Incorporated
10 E 52nd Street
New York, NY 10022

133 *Child Care Information Exchange*
Child Care Information Exchange
70 Oakley Road
Belmont, MA 02178

134 *Childhood Education*
Association for Childhood Education International
3615 Wisconsin Avenue NW
Washington, DC 20016

135 *Children Today*
U S Department of Health, Education and Welfare
Office of Child Development
400 6th Street SW
Washington, DC 20201

136 *The Cooperative Nursery Magazine*
The Cooperative Nursery Magazine
PO Box 4432
Detroit, MI 48228

137 *Day Care and Early Education* (See 5)

138 *Early Years*
Allen Raymond, Incorporated
One Hale Lane
Darien, CT 06820

139 *The Exceptional Parent*
The Exceptional Parent
PO Box 4944
Manchester, NH 03108

140 *Illinois Teacher for Contemporary Roles* (See 121)

141 *Let's Find Out* (See 36)

142 *Mother's Manual*
Mother's Manual, Incorporated
420 Lexington Avenue
New York, NY 10017

143 *Parents' Magazine and Better Family Living*
Parents' Magazine Enterprises, Incorporated
52 Vanderbilt Avenue
New York, NY 10017

144	*Ranger Rick's Nature Magazine*	National Wildlife Federation 1412 16th Street NW Washington, DC 20036
145	*Teacher*	Teacher 262 Mason Street Greenwich, CT 06830
146	*Today's Child New Magazine*	Edwards Publications, Incorporated Roosevelt, NJ 08555
147	*Young Children*	(See 8)

FILMS

148	"Adapting to Parenthood" 20 min, C, 1975	Polymorph Films, Incorporated 331 Newbury Street Boston, MA 02115
149	"Appalachian Children" 24 min, B/W, 1975	Campus Film Distributors, Incorporated 2 Overhill Road Scarsdale, NY 10583
150	"Baths and Babies" 18 min, C, 1964	(See 13)
151	"Berfunkle" 10 min, C, 1964	Division of Continuing Education Film Library PO Box 1383 Portland, OR 97207 229-4890
152	"Biography of the Unborn" 17 min, B/W, 1956	Oregon State Health Division Health Education Section State Office Building Portland, OR 97201 226-2161, ext. 307
153	"Blocks, A Medium for Perceptual Learning" 17 min, C	(See 150)
154	"The Case Against Rubella" 8 min, C	National Foundation March of Dimes Box 2000 White Plains, NY 10602
155	"Child Abuse: Cradle of Violence" 20 min, C, 1976	MTI Teleprograms, Incorporated 4825 N Scott Street, Suite 23 Schiller Park, IL 60176 toll free 1-800-323-1900
156	"Child of Darkness/Child of Light" 25 min, C, 1966	(See 151)

157	"Childhood: The Enchanted Years" 50 min, C, 1971	Films, Incorporated 1144 Wilmette Avenue Wilmette, IL 60091
158	"Child-Parent Relationships" (Look at Me Series) 28 min, C, 1975	Perennial Education Incorporated PO Box 855 Highland Park, IL 60035
159	"Children and the Arts: A Film About Growing" 22 min, C, 1973	Maurice Faulk Medical Fund 3317 Grant Building Pittsburgh, PA 15219
160	"Children Are Creative" 10 min, C, 1953	(See 151)
161	"Children Are Not Problems—They Are People" 25 min, C, 1975	University of Kansas Audio-Visual Center Film Rental Services 746 Massachusetts Lawrence, KS 66044
162	"Children Are People" 35 min, C, 1975	Agathon Press 150 Fifth Avenue New York, NY 10011
163	"A Child's Right to Read: A Change in Your Schools, How to Make it Happen" 23 min, C, 1976	Agency for Instructional Television Box A Bloomington, IN 47401
164	"A Child's Right to Read: Oral Language Development" 30 min, C, 1976	(See 163)
165	"Chosen Child: A Study in Adoption" 54 min, B/W, 1963	(See 151)
166	"Cipher in the Snow" 24 min, C, 1974	(See 151)
167	"Classroom Learning Centers" 32 min, C, 1975	Promethean Films South PO Box 26363 Birmingham, AL 35226
168	"Concept Development in Outdoor Play" 18 min, C, 1974	(See 149)
169	"Creative Kindergarten" 40 min, C	Soundings 2150 Concord Concord, CA 94520
170	"Cricket" 9 min, C, 1976	International Film Bureau 332 S Michigan Avenue Chicago, IL 60604
171	"Day Care for a Kibbutz Toddler" 24 min, C, 1974	(See 149)

172	"Developmental Caregiving—Day Care Center for Tots To Toddlers" 28 min, C, 1976	New York University Film Library 26 Washington Place New York, NY 10003
173	"Development of Feelings in Children" 50 min, C, 1974	Parents' Magazine Films, Incorporated 52 Vanderbilt Avenue New York, NY 10017
174	"Dramatic Play, An Integrative Process for Learning" 32 min, C	(See 149)
175	"Eat, Drink and Be Wary" 21 min, C, 1975	(See 151)
176	"Everyday Parenting" (Look at Me Series) 28 min, C, 1975	(See 158)
177	"Facilitation of Children's Dramatic Play" 37 min, C, 1974	(See 149)
178	"Family, An Approach to Peace" 17 min, B/W, 1949	(See 151)
179	"First Steps" 24 min, C, 1976	McGraw-Hill Films 1221 Avenue of the Americas New York, NY 10020
180	"First Two Weeks of Life" 18 min, C, 1975	Proctor and Gamble Distributing Company 2150 Sunnybrook Drive Cincinnati, OH 45237
181	"The First Years Together" 28 min, C	Modern Talking Picture Service 1212 Avenue of the Americas New York, NY 10036
182	"Four Families" 60 min, B/W, 1959	(See 151)
183	"Four Walls" 10 min, C, 1977	CATEC Consultants 2754 San Gabriel Street San Bernardino, CA 92404
184	"Free to Choose" 18 min, C, 1974	Film Fair Communications 10900 Ventura Boulevard Studio City, CA 91604
185	"Frustrating Fours and Fascinating Fives" 22 min, C, 1952	(See 151)
186	"Fun With Dad" (Look at Me Series) 30 min, C, 1975	(See 158)
187	"Guidance for the Seventies: Self-Esteem" 18 min, C, 1971	BFA Educational Media 2211 Michigan Avenue Santa Monica, CA 90404

188	"Guilt Feelings" 30 min, B/W, 1963	(See 151)
189	"How to Blow Up a Playground" 30 min, C, 1976	University of South Florida Division of Educational Resources Tampa, FL 33620
190	"I'll Find a Way" 26 min, C, 1978	The Media Guild PO Box 881 Solana Beach, CA 92075
191	"Incest: The Victim Nobody Knows" 21 min, C, 1977	(See 155)
192	"Inside-Out" 30 programs, 15 min each, C, 1973	State Mental Health Division 2575 Bittern Street NE Salem, OR 97303
193	"The Invisible Child" 27 min, C	Association Films 866 Third Avenue New York, NY 10022
194	"Tamie" 6-½ min, C	(See 154)
195	"Kids and Conflict" 12 min, C, 1975	Mass Media Ministries, Incorporated 2116 N Charles Street Baltimore, MD 21218
196	"LATON...A Handicapped Child in Need" 15 min, C, 1976	(See 149)
197	"Leo Beuerman" 13 min, C, 1969	(See 151)
198	"Let's Go Out Together" 13 min, C, 1977	Journal Films 930 Pitner Avenue Evanston, IL 60202
199	"Little Marty" 5 min, C	(See 154)
200	"The Magic Moth" 22 min, C, 1976	(See 151)
201	"Making Life Adjustments" 20 min, B/W, 1959	(See 151)
202	"Masculine or Feminine, Your Role in Society" 19 min, C, 1971	(See 151)
203	"Masculinity—Femininity" 19 min, C, 1971	(See 151)
204	"Mental Retardation: The Hopeless" 25 min, C, 1972	(See 151)
205	"Mexican-American Children" 28 min, C, 1975	(See 149)
206	"Now That April's Here" 19 min, C	(See 154)

207	"Open Classroom, Open Play" 23 min, C, 1977	(See 183)
208	"Parenting: Growing With Children" 22 min, C, 1976	(See 184)
209	"Pathways Through Nursery School" 25 min, C, 1962	(See 152)
210	"PKU: Detection in Oregon" 16 min, C, 1964	(See 152)
211	"Preschool Perceptual Motor Development" 12 min, C, 1973	(See 189)
212	"Psychological Differences Between the Sexes" 18 min, C, 1965	(See 151)
213	"The Right to Be Different" 29 min, C, 1972	Xerox Educational Publications/ Xerox Films 245 Long Hill Road Middletown, CT 06457
214	"Role Enactment in Children's Play—A Developmental Overview" 27 min, C	(See 149)
215	"Social Development" 16 min, B/W, 1950	(See 152)
216	"Special Children, Special Needs" 22 min, C	(See 149)
217	"Springtime for Hugo" 26 min, C, 1968	(See 152)
218	"Teaching the 3's, 4's, and 5's, Part I" 20 min, C, 1966	(See 151)
219	"Teaching the 3's, 4's, and 5's, Part II" 22 min, C, 1966	(See 151)
220	"Terrible Twos and Trusting Threes" 21 min, B/W, 1951	(See 151)
221	"Unfinished Child" 30 min, C	(See 154)
222	"What *Is* Normal?" 30 min, B/W, 1963	(See 151)
223	"When a Child Enters the Hospital" 16 min, C, 1975	(See 148)
224	"Who Do You Tell?" 10 min, C, 1979	(See 155)

FILMSTRIPS, KITS AND TAPES

225	"Are You Listening" cassette tape, 6 min, 1971	J C Penney Company 1301 Avenue of the Americas New York, NY 10019

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226	"Awareness: Insight Into People Unit" kit (guide, filmstrip, game) 1970	(See 225)
227	"Bonnie Bell Grooming Kit" kit (slides, student records, quizzes) 1971	Bonnie Bell PO Box 6177 Cleveland, OH 44107
228	"Block Building (1971)," "Inexpensive Additions to Outdoor Play Equipment (1970)," "Waterplay (1972)" filmstrips, C	Childhood Resources, Incorporated 4105 N Fairfax Drive Arlington, VA 22203
229	"Career Decisions: Finding, Getting and Keeping a Job" kit (3 filmstrips, overhead transparencies, guide, job applications and descriptions) 1971	(See 225)
230	"Careers in Child Care and Youth Guidance" kit (4 filmstrips, 4 tapes, teacher's guide) 1975	Butterick Publishing A Division of American Can 161 Sixth Avenue New York, NY 10013
231	"Child Care: Caring for Preschoolers" kit (4 filmstrips, 4 tapes, 12 spirit masters, teacher's guide) 1978	(See 230)
232	"Child Care: Caring for Toddlers" kit (4 filmstrips, 4 tapes, 11 spirit masters, teacher's guide) 1975	(See 230)
233	"Child Care and Development Set 1" kit (filmstrips, cassettes, teacher's guide) 1971	McGraw-Hill Text Films 1221 Avenue of the Americas New York, NY 10020
234	"Child Development: The Prenatal Period and Infancy" kit (4 filmstrips, 4 tapes, 8 spirit masters, teacher's guide) 1976	(See 230)
235	"Child Development: The Preschooler" kit (4 filmstrips, 4 tapes, 8 spirit masters, teacher's guide) 1976	(See 230)
236	"Child Development: The Preschooler Set 3" kit (4 filmstrips, 4 cassettes, 10 dittos, teacher's guide) 1976	(See 230)
237	"Child Development: The School Age Child" kit (4 filmstrips, 4 tapes, 8 spirit masters, teacher's guide) 1976	(See 230)
238	"Child Development: The Toddler" kit (4 filmstrips, 4 tapes, 8 spirit masters, teacher's guide) 1976	(See 230)

239 "Child Development and Child Health: Food and Nutrition" kit (5 filmstrips, 3 cassettes, 5 booklets, teacher's guide) 1975 (See 173)

240 "Child Development and Child Health: Play and Self-Expression" kit (5 filmstrips, 3 cassettes, 5 booklets, teacher's guide) 1975 (See 173)

241 "Children" filmstrip (See 173)

242 "Children in Crisis Series: Child Abuse and Neglect" filmstrip (from a four-part series *Death, Illness, Divorce, and Separation*) (See 173)

243 "Communication: Person to Person" kit (31 anthologies, 31 logbooks, 4 posters, filmstrip, cassette, tape, teacher's guide) 1974 (See 36)

244 "Dealing With Anger" (2 filmstrips, 2 cassettes, teacher's guide) 1973 Guidance Associates
757 Third Avenue
New York, NY 10017

245 "Developing Creative Thought in Children: Growing Through Make-Believe Set" kit (5 filmstrips, 3 cassettes, 5 scripts, teacher's guide) 1977 (See 173)

246 "Everyday Problems of Young Children" kit (5 filmstrips, 3 cassettes, 5 booklets, teacher's guide) 1974 (See 173)

247 "Feeding Your Young Children" filmstrip, 60 min, C, 1968 (See 51)

248 "Fire, Fabrics and You" filmstrips and tape, 1975 (See 225)

249 "The First Eighteen Months: From Infant to Toddler" filmstrip, 1974 (See 173)

250 "The Future of the Family" Parts 1 and 2, filmstrip, C, 1971 (See 244)

251 "I See Hope—The Importance of Emotional and Social Development" filmstrip, 1977 (See 173)

252 "I See Love—Parent-Child Relationships" filmstrip, 1977 (See 173)

253 "I See Smiles—I See Frowns—Expressing Emotions" filmstrip, 1977 (See 173)

254 "I See Strength—Building Self-Confidence" filmstrip, 1977 (See 173)

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255	"Inside My Mom" kit (filmstrip, record, instructor guide)	(See 154)
256	"An Introduction to Value Clarification" kit (guide, overhead transparencies, worksheets, flash cards, posters) 1972	(See 225)
257	"Making the Most of Your Talents" kit (3 filmstrips, 3 cassettes, teacher's guide) 1975	(See 244)
258	"Me, Myself and I, How Preschoolers See Themselves" kit (guide, picture cards, records, puppets, flannel board objects) 1973	(See 225)
259	"More Than Love" filmstrip and record, 1967	(See 154)
260	"Parenthood: Myths and Realities" (2 filmstrips, 2 tapes) 1972	(See 244)
261	"Parenting: Fathers, Mothers, and Others" kit, 1975	(See 225)
262	"Play: Learning Medium for Preschool Children" kit	(See 225)
263	"Prenatal Care: Preparing for Parenthood" filmstrip, C	(See 173)
264	"Preparing the Child for Learning" filmstrip, 1973	(See 173)
265	"Preparing for an Interview" (filmstrip, record) 1974	(See 225)
266	"Toys and Activities for Preschool Children" kit ("Play: Learning Medium for Preschool Children")	(See 225)
267	"Who Am I" (5 filmstrips, 1 cassette)	(See 36)
268	"Your Child and Discipline" 20 min (filmstrip, record, script) 1965	Oregon Education Association Film Library 6900 SW Haines Road Tigard, OR 97223 639-7651

APPENDIX E

ASSESSMENT INSTRUMENT FOR CHILD CARE SERVICES PROGRAMS

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INTRODUCTION

ASSESSMENT OF A CHILD CARE SERVICES PROGRAM

The following assessment instrument is designed for use by school districts to determine the status and needs of a child care services program. It can provide an overview of the program in a short period of time.

This tool may be used in several different ways: as a guideline for setting up a program; it can be used by staff members or a district to evaluate their own program and it can be used by an outside evaluation team or consultant to recommend further program development.

Assessment is defined as a measurement of progress at any point of development. How far the program has progressed, what stage of development has been achieved—these are the kinds of questions to be answered. Assessment of a program can be made without evaluation, but a program can rarely be evaluated without assessment. Evaluation allows judgment of how well goals have been accomplished. *Assessment provides information on how well goals are being accomplished.*

Directions for completing the assessment:

Criteria are rated on a scale of zero to three. Circle the appropriate number. Zero indicates nonexistence; one, poor; two, average; and three, excellent. Space for comment is provided following individual criteria. A page for summarizing the comments into commendations and recommendations is the final step in the assessment.

TEACHER ASSISTANCE TEAM

Gail Arnold
McNary High School (Salem)

Olga Irwin
Monroe High School (Portland)

Leslie Klepper
West Linn High School (West Linn)

Joanne Miksis
Churchill High School (Eugene)

Susan Morris
Central High School (Independence)

Connie Tarasawa
Beaverton High School (Beaverton)

Marilyn Bervin
Consultant (Philomath)

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1 ADMINISTRATION—FINANCING

Rationale: Administrative leadership and commitment are required to develop and maintain a quality career education program. Adequate resources are necessary to carry out a career education program which is consistent with the school's goals and objectives.

Assessment Criteria

1 A person or persons have been identified and given the authority and responsibility of administering the child care services program. 0 1 2 3

COMMENT:

2 The board and administration have endorsed and supported the child care services program. 0 1 2 3

COMMENT:

3 Recommendations of the advisory committee are considered in the decision-making process. 0 1 2 3

COMMENT:

4 Recommendations of staff members are considered in the decision-making process. 0 1 2 3

COMMENT:

5 A long-range plan is utilized in determining priorities and financing of the child care program. 0 1 2 3

COMMENT:

6 Administrators, instructional staff, and advisory personnel cooperatively develop the budget. 0 1 2 3

COMMENT:

7 Personnel and supporting services (transportation, aides) are adequately financed to carry out program objectives. 0 1 2 3

COMMENT:

8 Facilities and equipment are adequately financed to carry out program objectives. 0 1 2 3

COMMENT:

9 Financial resources for supplies are adequate to carry out program objectives. 0 1 2 3

COMMENT:

10 Financial resources are adequate for professional and curriculum development. 0 1 2 3

COMMENT:

11 Staff time is provided for planning and updating the program. 0 1 2 3

COMMENT:

12 Program meets state specified reimbursement criteria. 0 1 2 3

2 ADVISORY COMMITTEE

Rationale: Career programs need to reflect the occupational world and community needs. Advisory committees assist in planning and keeping programs current with the world of work.

Assessment Criteria

1 An advisory committee for child care occupations assists in meeting program needs. 0 1 2 3

COMMENT:

2 Duties and responsibilities of the advisory committee are outlined in writing and are being followed. 0 1 2 3

COMMENT:

3 Responsibility is assigned to a specific staff member for coordination of advisory committee activities. 0 1 2 3

COMMENT:

4 Program instructors attend advisory committee meetings. 0 1 2 3

COMMENT:

5 People employed at various child care occupational levels in the local area are represented on the committee. 0 1 2 3

COMMENT:

6 Broad community representation exists which includes both parents and students. 0 1 2 3

3 PERSONNEL AND PROFESSIONAL DEVELOPMENT

Rationale: The school staff is the key to a dynamic, ongoing educational program. The knowledge, abilities, and skills of staff members directly affect the quality of educational program. Each person should exhibit an awareness of current trends and maintain a steady program of professional growth. The administration and personnel office should have a job description on file describing staff competencies needed for an up-to-date, quality program.

Assessment Criteria

1 Staff members have the educational and experiential background to develop the program and carry out the responsibilities of the program. 0 1 2 3

COMMENT:

2 Time for an individual teacher or a team is provided to plan and coordinate the child care program. 0 1 2 3

COMMENT:

3 The student-teacher ratio allows for an educational program of measurable quality. 0 1 2 3

COMMENT:

4 Provisions for extended contracts exist where needed. 0 1 2 3

COMMENT:

5 Opportunities for professional growth are made available to staff members. 0 1 2 3

COMMENT:

6 Provisions have been made for consultant help, when needed. 0 1 2 3

4 RESOURCES, FACILITIES, AND EQUIPMENT

Rationale: Facilities should provide a learning environment which offers diverse activities, reflecting individual interests. Equipment and facilities should be up-to-date and exemplary models for the world of work.

Assessment Criteria

1 Facilities are adequate for program activities. 0 1 2 3

COMMENT:

2 Equipment is adequate and sufficient to carry out instructional objectives, scaled to size of children as applicable. 0 1 2 3

COMMENT:

3 Facilities and equipment are exemplary models for the world of work. 0 1 2 3

COMMENT:

4 In-class resources are available and sufficient to meet instructional objectives. 0 1 2 3

COMMENT:

5 A list of available references, audiovisual resources, field trip possibilities, and guest speakers is kept by the teacher and regularly updated. 0 1 2 3

5 CURRICULUM

Rationale: The instructional and experiential programs need to be closely related. The main focus will be on areas of human relations and career opportunities.

Assessment Criteria

1 The program has a written course of study with planned course statements and competencies. 0 1 2 3

COMMENT:

2 Community involvement is an essential aspect of the program. This might be accomplished through (a) parent meetings and conference, (b) guest speakers, (c) advisory committee participation, and (d) similar activities. 0 1 2 3

COMMENT:

3 The instructional program is guided by key occupations focusing on the areas of human relations and career opportunities. 0 1 2 3

COMMENT:

4 Students have a laboratory experience in a classroom child care facility and/or field experience in established community programs. 0 1 2 3

COMMENT:

5 Community field experience stations represent a cross-section of child care occupations and are utilized in conjunction with the instructional program. 0 1 2 3

6 Training plans are utilized for every field experience station. 0 1 2 3

COMMENT:

7 Field experiences provide at least three of the following activities:

a Assisting in planning the curriculum.
b Participating in setting up the center.
c Assuming responsibility for assigned duties.
d Assuming some responsibility for supervision of children.
e Aiding in the cleanup of the center.
f Observing children and the functions of the center.
g Evaluating personal development and the center. 0 1 2 3

COMMENT:

8 Interdisciplinary activities are incorporated into the program. 0 1 2 3

COMMENT:

9 The program of work activities of FHA/HERO (student youth organization) is part of the program. 0 1 2 3

COMMENT:

10 Experiences are provided that represent a cross-section of child care occupations. 0 1 2 3

6 GUIDANCE AND COUNSELING

Rationale: The guidance program should assist each student in individual development of self-understanding, responsibility, decision-making and the attitudes and skills required for productive citizenship in society.

Assessment Criteria

1 Adequate guidance services are available to help each student assess personal interests, aptitudes, and abilities in terms of a career choice. 0 1 2 3

COMMENT:

2 An adequate guidance program is available to direct students in developing a plan to obtain career goals. 0 1 2 3

COMMENT:

3 Ongoing dialogue exists between guidance personnel, teachers, and career education coordinator. 0 1 2 3

7 OPTIONAL WORK EXPERIENCE (For Pay or Credit)

Rationale: Students should have the opportunity for some optional work experience as a part of the educational program to establish job skills and to make sound judgments and decisions about their personal vocational goals.

Assessment Criteria

1 A district policy and written guidelines for work experience are being utilized. 0 1 2 3

COMMENT:

2 Adequate supervision and coordination is provided by the teacher and the work experience coordinator. 0 1 2 3

COMMENT:

3 The instructional program is utilized in conjunction with on-the-job training of students. 0 1 2 3

COMMENT:

4 A training plan or agreement indicating goals and objectives to be obtained by the student is developed between student, employer, parent, and child care teacher for every student on work experience. 0 1 2 3

COMMENT:

5 All labor laws relating to student employment are being followed. 0 1 2 3

8 EVALUATION AND FOLLOW-UP

Rationale: An explicit evaluation and follow-up plan is an integral part of the child care program. Effective evaluation determines how well the program has met individual student needs in keeping with the current world of work.

Assessment Criteria

1 Advisory board members assist in evaluating and updating the curriculum. 0 1 2 3

COMMENT:

2 Course content is individualized, as much as possible, to meet the needs of each student, and provisions are made to evaluate each student's progress. 0 1 2 3

COMMENT:

3 The program is evaluated at least once a year by students currently enrolled in the program to measure program effectiveness. 0 1 2 3

COMMENT:

4 Students who have completed the course at some time during the five years prior to the current year are contacted to evaluate the program. 0 1 2 3

COMMENT:

5 Staff members participate in the evaluative process and utilize the suggestions of students, former students, and the advisory board members to continually update and improve the course content 0 1 2 3

SUMMARY SHEET

COMMENDATIONS FOR THE PROGRAM:

RECOMMENDATIONS FOR THE PROGRAM:

Signed: _____

Date: _____

SPECIAL VOCATIONAL PROGRAM GUIDE

CHILD CARE

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